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ABSTRACT

This booklet presents 32 teaching activities for 6-, 7-, and 8-year olds, providing individual lessons designed to promote better skills and understanding in the areas of nutrition, mental and physical health, and learning abilities. The activities are divided into four sections on nutrition, physical health, mental health, and developmental skills, each containing eight lessons. One objective, steps for the activity, materials, and time needed are specified for each activity. Procedures are suggested, and teaching notes and resources used by experienced teachers are included. (PD)

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F.O.O.D. FOR THOUGHT

Focus On Optimal Development Of The Child

Primary Level

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Teaching Activities in Nutrition, Physical and Mental Health, and Learning Abilities

1974

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F.O.O.D. for Thought, Primary Level, is part one of a two-part series of teaching activities for primary teachers, grades kindergarten through three. *F.O.O.D. for Thought*, Intermediate Level, is available for teachers in the middle schools or grades four through six.

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Foreword

Each day teachers have opportunities to help children find out more about themselves, their families, their lives, and how to get along in the world around them. The activities in this booklet should make it easy for such knowledge to enhance the teaching of basic skills by the primary teacher.

The classroom activities have been suggested and demonstrated by the staff of Project F.O.O.D., funded for three years by the U. S. Office of Education, as one of twelve projects in the nation. This project was initiated by Superintendent Lew Hannen and Mrs. Annabelle Selph of the Durham City Schools to show how nutritionists, physical and mental health workers, and learning specialists could assist children and classroom teachers in schools.

This booklet should suggest experiences which teachers and children will enjoy. Staff members of the Department of Public Instruction are ready to assist in these curriculum areas. Call on us. We want to be partners in any endeavor that results in better learning for children.

Jerome H. Melton
Assistant Superintendent for
Program Services

Introduction

To the Primary Teacher

These activities are prepared expressly for you and the children in your classroom. They represent individual lessons which may be used with six, seven, and eight-year-old children. The activities are designed to promote better skills and understanding in the areas of nutrition, mental and physical health, and learning abilities.

Often a teacher wants to teach to the moment of life in the classroom—a new child enters, a guinea pig dies—or a hundred other realities press on the teacher and children. These episodes are easily by-passed; yet, if seized upon, they may present opportunities for deeper teaching. The activities in this booklet offer approaches which the teacher may match to the life experiences in her classroom to extend children's learning.

These activities supplement major subject matter areas and use the skills of listening, speaking, reading, writing, and computing to develop another level of skills. These second-order skills may be classified as growing and knowing oneself better and knowing and accepting others more easily and with more satisfaction. Gamesmanship, participation, and involvement are the approaches utilized.

The thirty-two teaching activities in this booklet are distributed in four areas: nutrition, physical health, mental health, and developmental skills. There are eight lessons in each group. For each activity, one objective is stated; steps for the activity, materials, and time needed are specified. Procedures are suggested and teaching notes appear in the right column on the page. Some resources used by experienced teachers are identified.

Activities may be correlated with teaching units in standard textbooks or adopted curriculum guides. Many of the activities can be used for several purposes. Teachers have correlated lessons with spelling, math, language arts, science, or social studies. However, each activity is presented so that it may be used individually and so that the teacher can improvise or adapt it for a particular class.

The framework for these activities was derived from references such as *A Conceptual Approach to Curriculum Design*, published by the 3M Education Press, Minnesota Mining and Manufacturing Company, in 1971 as a health education study. Project F.O.O.D. staff members have worked with teachers for two years in demonstrating how various activities may be devised within a conceptual framework. Staff members described what they did and what appeared to be helpful to teachers and children. Their ideas have been discussed with child experts in nutrition, physical and mental health, and learning.

A team of writers, one a classroom teacher, used the experiences gained by the staff and wrote drafts of the activities. Activity drafts were used for demonstration purposes by primary teachers in Durham City Schools and by primary teachers in six other school systems, representative of the pupil population in North Carolina. Teachers' suggestions from classroom use were incorporated into lesson descriptions. The pupil population with whom the activities were used included five to nine-year-olds of various abilities, interests, and backgrounds.

The inclusion of an activity in the guide was based on a significant objective for the child, a description of an experience a teacher would feel competent to handle, and an activity which could be handled with ease, little expense, or additional materials. In most activities, parents or aides would be welcome assistants, although one adult could handle the activity successfully.

In using this guide, look through it briefly and become acquainted with its contents. Then, as you go along in the school year, select an activity to match a need in your classroom or to relate to a teaching unit in a subject field. You may wish to use an activity once a week as supplemental to your major teaching tasks. If you use an activity weekly, you will be teaching a lesson in health and better living throughout the school year.

One of the special things in preparing this guide has been responses from 500 teachers. We hope that their encouragement and enthusiasm will be yours as you use these materials.

Lucy T. Davis
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CONCEPT 1

Knowing the four basic food groups is necessary for understanding good nutrition.

Activity No. 1

Objective: To construct a train in which each boxcar represents one basic food group.

Materials Needed: 5 or 10 milk cartons; 5 or 10 pieces construction paper (red, yellow, blue, green, black); yarn; scissors; paste or masking tape; felt-tipped pens.

Procedure: Teachers who enjoy fostering team competition should ask the class to divide themselves into two groups. The teacher may need to assign students to groups and select a group leader. Other teachers may want to use one large group.

Assign two or more children to cut one side or top out of a milk carton and cover the carton with colored paper. Each train should include a boxcar of red, green, blue, and yellow. The black engine can be decorated in any manner that the children wish. A straw inserted through the carton on each end can serve as an axle for wheels which can be cut from cardboard.

When the black engine and the four colorful cars have been completed, punch a hole in each end of the cars with scissors and run a small piece of yarn between the cars and knot securely.

Comments to Teachers

Time Required: 15 to 20 minutes.

There are four basic groups of food.
Each group is represented by a color in the food train.
The food groups for the train are:
1. **Meats — Red**
2. **Vegetables and Fruits — Green**
3. **Dairy Products — Blue**
4. **Bread and Cereals — Yellow**

Collect milk cartons in advance. The small eight-ounce size may be obtained from the cafeteria, but the deluxe model train will require the pint, quart, or half-gallon rectangular paper milk carton. Wash and dry the cartons to prevent sour milk in the carton.

(Covering the cartons makes a good parent-volunteer activity because there is no easy way for children to cover a wax paper carton with construction paper.) The food trains can be exhibited in the classroom, in the principal's office, or in a hall display case.

Activity No. 1 *(continued)*	Comments to Teachers

Label the red car "meats," the green car "vegetables and fruits," the blue car "dairy products," and the yellow car "bread and cereals."

A teacher may prefer to use five shoeboxes rather than the milk cartons.

Activity No. 2	Comments to Teachers

Objective: To classify a variety of foods into four basic food groups.

Time Required: 30 to 45 minutes for magazine users; 15 to 20 minutes for food model users.

Materials Needed: Food models or pictures of food from magazines. Use firm paper or cardboard and paste to mount pictures.

Procedure: Explain to the class that the activity involves classifying a variety of foods into the color categories representing the four basic food groups. Each food model or picture should be placed into the proper car on the train.

If magazines are used, request that individual foods be selected, cut out, and pasted on heavy paper. The size paper depends on the size carton used. (By using Dairy Council food models, this step in the activity is eliminated.)

When the foods are mounted, they should be placed in the cars labeled during the previous activity.

After this activity is completed, the food models can be used for play and games. For example, a child may use the food models to assemble a breakfast, a dinner, a snack.

When questions are asked, encourage the group to think creatively about the food and classify it according to the natural products. Although some foods such as peanut butter and legumes are sometimes classified as meat substitutes, it would also be correct to classify them according to their natural properties, i.e., plant or "vegetable."

Remember that sometimes it's more important to stimulate thought and ask significant questions than it is to give a pat answer. Also, it is helpful if a child realizes there are many ways in which basic nutritional needs are met and that his preferences and choices are important.

An active class game may be played to have four food trains begin separate trips. Ask for four volunteer conductors. The conductor of each train may take in only meats if he repre-

Activity No. 2 *(continued)*	Comments to Teachers
	sents a meat train. A child who wants to join the meat train names a meat and falls in line. The game may be played as a nutrition train. Each child who falls in line must name a different member of the four basic food groups. No food may be named twice.

Activity No. 3	Comments to Teachers
Objective: To evaluate each student's knowledge and understanding of a balanced meal through playing a group game, "Eat."	**Time Required:** Approximately one hour.
Materials Needed: Paper or cardboard and crayons for each student.	
Procedure: This activity can be used for a small group or the total class.	
Each child folds his paper so that he has a total of 16 spaces when he unfolds it. (The paper is folded into quarters both lengthwise and crosswise.) The columns may be colored in the order: red, green, blue, and yellow.	
The child then draws 16 pictures of individual foods—one in each space. The child names each food that he has drawn and the teacher records the name of the food on a slip of paper. (This is also a task that an assistant teacher, parent, or volunteer can handle well.)	If a child draws a glass of milk, the word milk would appear only once.
The slips of paper are mixed and one slip is drawn and the word read to the group. If the child has that food, it is covered with a marker as in Bingo.	Rules may vary such as a call for individual meals (a breakfast, a picnic, etc.) or for a mixture of foods which could satisfy the requirements for nutrition in any meal. "Eat" may be called when the player has slips of paper horizontally, diagonally, or vertically.

When the child feels he has a balanced meal, he yells "Eat," and he indicates what his meal consists of. The class then evaluates the foods he has selected.

To win the game, the child may need to develop good arguments for using a variety of foods in unique and creative ways. The teacher may want to encourage these alternatives.

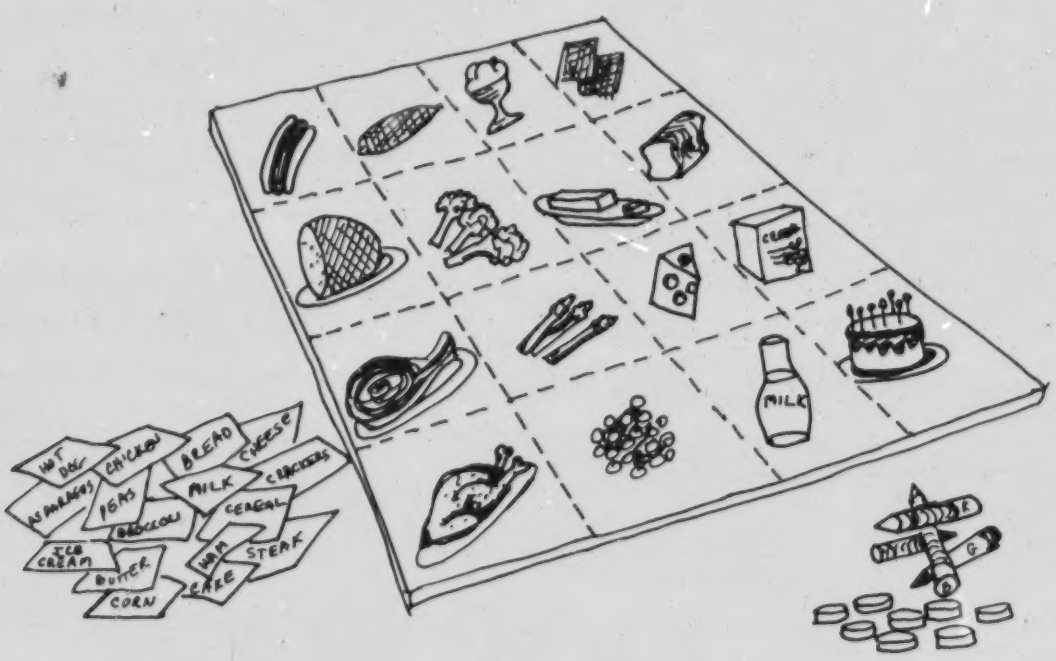
For younger children, the teacher may wish the child to fold the paper twice, making only four squares. The child may color one part red, one green, one blue, and one yellow. Then as names of food are called, he may put his slips down on the correct color for the type of food it represents. A child who has his four sections covered may yell, "Eat."

While the game is in progress, the teacher should keep a log showing which children understand a balanced meal. For example:

Understands the Concept of Four Basic Foods	Needs Additional Practice
1. John	1. Mary
2. Jane	2. Max

The children who have difficulty understanding and playing the activity game should have an additional opportunity to repeat Activity No. 2 and learn more about the four food groups.

Resource Materials: For food models, contact your local Dairy Council representative. The state office for the Dairy Council is located at 816 Broad Street, Durham, North Carolina.



CONCEPT 2

Using the four basic food groups in food selection is necessary for the practice of good nutrition.

Activity No. 1	Comments to Teachers

Objective: To construct a classroom grocery store and reinforce skills learned about the four basic food groups.

Materials Needed: Orange or apple crates, with or without a large freezer or appliance box; collection of empty food containers; empty cans with labels intact; food models; cash register; play money; paper bags.

Procedure: Collect cans, boxes, and other food containers. Attempt to obtain as large a variety of foods as is practical. Include foods that may not be familiar to the class. Imported foods would offer a variety of experiences for discussion and learning.

To set up store, place appliance box on side with one side cut out. Two fruit crates should be set up vertically inside the box, making two shelves to hold food containers.

Appoint a storekeeper and one or more assistants. Their job is to arrange the food in some logical order. For example, one day it might be arranged according to the four food groups. Another day it might be grouped according to the section of the United States or other country from which it comes, i.e., corn and wheat and beef—Midwest; vegetables and fruits—local in season, California or Florida in winter; rice and grits—South. Labels will provide additional information.

Shoppers may want to make a list before purchasing food at the store. These lists should include the specific item wanted and the food group. Encourage the purchase of foods from each group as well as "meat substitutes."

Time Required: This could be a continuing activity, as the store could be used for many learning experiences such as shopping for make-believe meals, role-playing customers and storekeeper, writing newspaper ads and window sale ads, and studying food prices.

Collect food containers from class members for at least a week before setting up the store. Check items as they are brought in to make sure that the four food groups are adequately represented. (Meats, vegetables and fruits, dairy products, bread and cereals.)

Crates can be obtained from the school cafeteria, a local grocer, or fruit wholesaler. Large boxes can be obtained from an appliance store. Allow time for the appliance store to furnish the empty carton. The maintenance shop at school can assist by making any alteration to the box that is needed. Place shelves in box.

Shopping in the class store might take place during a scheduled period during the day or the class might be free to use the area whenever they have completed assigned classwork.

Storekeepers should place prices on all food containers available for purchase. Each child who contributes a food container should give the approximate price of the item. Newspaper advertisements may be helpful references for prices. If food is limited, storekeepers may ask customers to buy less than five items.

The storekeeper and the assistant should add up the prices of all items and charge the customer for the total amount. If play money is not available, the class can make "counterfeit money" by tracing around coins on cardboard, cutting them out, and writing the value on the model coin. If time permits, this could be an opportunity for teaching how to make change.

"Window sale ads" and "newspaper ads" can be written with special feature prices. Include the regular price, the sale price, and the amount of money saved. A small group could be assigned to this task each day the store is used.

Food models could be used for fresh meats and produce.

Encourage "label reading" according to the reading ability of the class.

Procedure: Follow-up. A teacher may wish to take the students to a supermarket or grocery store. Students can prepare lists of foods they would like to buy. Students should list foods by basic food groups. At the store, children could list the items that are available and the cost of the items.

Teachers should be aware of food preferences as well as foods that children are not familiar with. Some children will be spontaneously interested in learning about new foods; others' interests may have to be stimulated.

1. **Meat is the most expensive basic food.**
2. **Meat substitutes are often used.**
3. **Meat substitutes may include:**
   - **eggs**
   - **cheese**
   - **peanut butter**
   - **dried peas or beans**
   - **soybeans**

The children may bring newspaper ads from home to use as models for writing their own ads.

Food models are available from the local Dairy Council.

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CONCEPT 3

All living things need food, air, water, and sunlight.

Activity	Comments to Teachers

Objective: To grow a plant from seed and find out what is needed for its growth.

Materials Needed: 12 lima beans, some good soil, some poor soil, 12 plastic cups or jars.

Procedure: Pass lima beans around and ask children if they know what they are. Children can feel or smell or examine the beans. Before passing, ask children not to press or squeeze them because they are very valuable. After children have examined the beans and are able to name them, see if they know why beans could be considered valuable.

Ask if children have any idea about what is needed to make a plant grow. Children will probably suggest soil, water, air, sunlight. If children do not suggest these four elements, ask questions to elicit suggestions about what is needed. If a child thinks that another (fifth) ingredient is necessary, have him describe it. Suggest to children that they can set up some experimental conditions with the beans to find out how beans grow.

Place soil in three transparent cups. Place a bean about one inch deep in each cup near the edge so that the bean's growth can be seen through the plastic cup. Place water in another cup and place one bean in the water. Place one bean in an empty cup. Label each cup and describe conditions for growth.

Time Required: 30 minutes of class time; follow-up may extend over a period of several weeks.

Seeds have the capacity to grow and make a plant.
Growth depends on the presence of four elements. These are:
1. **Soil**
2. **Water**
3. **Air**
4. **Sunlight**

Some plants produce food.

In order to conduct the activity, have a table or space large enough to work with soil, cups, and water. (One teacher has suggested that each child be allowed to plant a seed with proper growing conditions. Children are interested in growing something of their own.)

In the process of working with the beans, encourage those children who generalize that air, water, sunlight, and soil (food) are necessary for most forms of life. Ask them to explain why they think this is so.

Germination periods for lima beans extend from approximately three to five days, depending on growing conditions.

Activity *(continued)* | **Comments to Teachers**

If a child suggests any other possible conditions, you may set it up with the extra cups and beans.

After the beans are set up in the various cups, a record may be made for each cup. Different children may make entries. Assign children on a rotating basis to make entries. The entry may consist of what was done to the cup, of the climate conditions, etc. Any growth should be noted and recorded. Records can be compared as to what kinds of conditions promote growth in these seeds.

Procedure: Follow-up. After a period of time, the seeds that sprouted should be compared to the seeds that did not. Conduct a discussion about the elements that the healthy plants have in common. Lead the discussion to bring out the elements of sunlight, water, soil, and air as ingredients. Encourage children to describe any other growing plants in which they are interested. Encourage them to note ways in which conditions vary (amount of water, sunlight, kinds of soil, etc.).

Another follow-up activity is to plant seeds in a windowbox in the classroom and grow a vegetable that may later be prepared and used by the class. Radishes are the quickest and easiest crop to grow in a small space as they germinate within three to five days and are ready to harvest in thirty days.

Another activity is suggested by a teacher who floated a pine cone in water and sprinkled grass seed in it. The grass grew and the children called it "the swamp."

BEANS IN CUPS

Cup A	Cup B	Cup C
soil	soil	soil
sunlight	no water	water twice a week
water twice a week	sunlight	keep in dark

Cup D	Cup E
no soil	no soil
water in cup	water twice a week
sunlight	sunlight

In assigning children to make daily entries about the beans, assign a different child daily, if possible. A child should not become identified too closely with the plant that is not growing or is not being provided what it needs.

An easy form for the journal and entries is suggested below.

LOG

Bean in Cup A:

Date	Soil	Water	Sunlight	Growth

Each child should initial his entry in the log.

In discussing conditions for growth, the following seeds or plants may interest children in North Carolina:

tobacco	tomatoes	marigolds
potatoes	radishes	green beans
corn	lettuce	zinnias

Activity *(continued)* **Comments to Teachers**

If you want to encourage parents to follow up this activity at home, send a note suggesting that this activity be tried at home with some seeds from the above list.

Resource Materials: Filmstrip "Learning About Seeds, Bulbs, and Slips," Society for Visual Education.

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CONCEPT 4

Knowledge of nutrients and calories contributes to the basic understanding of nutrition.

Activity	Comments to Teachers

Objective: To understand the concept of nutrients through preparing for and playing a game, "Funny Phony Food."

Materials Needed: 3" x 5" cards or paper, 3-minute egg timer.

Procedure: In order to play the "Funny Phony Food Game," some basic information must be acquired. Didactic teaching is necessary when the child knows little about food values. Reference materials are listed and should be reviewed before teaching the lesson.

To prepare the cards, allow the class to divide themselves into groups of three. Distribute cards or paper. Assign one food to each group of students; one student will complete a card giving accurate information, while two students will provide "phony" responses.

The leader should announce the food and the three people representing the food should take their places in front of the class.

Members of the class should take turns asking questions. For example:

Carrot No. 1, can you tell me where you grow?

Carrot No. 2, can you tell me what color you are?

Carrot No. 3, can you tell me how many calories you have?

Time Required: 30 minutes per day (one session for acquiring basic information; one session for card preparation; and one session to play the game).

The body needs energy to run.
Energy comes from food.
Food energy is called calories.
Foods are made up of nutrients.
Some are called proteins.
They build the body and help us function.
Some are called carbohydrates.
They give the body energy.
Some are called fats.
They give the body energy, too.

Some groups can make more than one set of cards.

Example given: Carrot

True Carrot
Color: Orange
Grows: Underground
Size: 6 inches
Calories: 21
Food Group: Vegetable

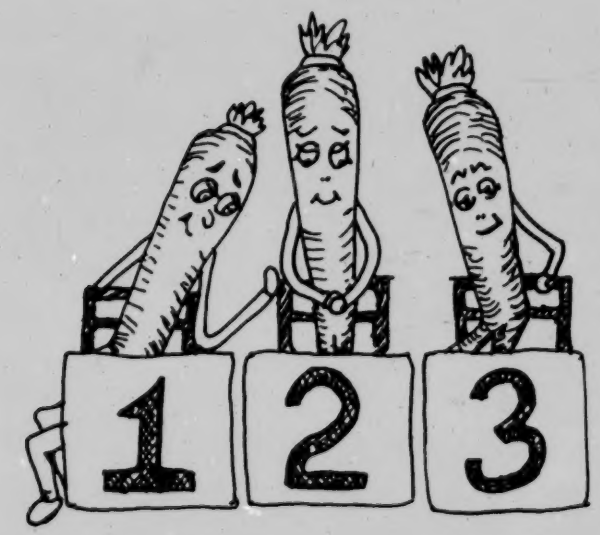
Activity *(continued)*

When three minutes are up, the timer indicates this by saying "time." Each person writes down whether he thinks the real carrot is No. 1, No. 2, or No. 3.

The leader adds up the number of votes each carrot has and then asks the "real carrot to stand up."

A discussion can take place at any time relating to the responses and clarify any misinformation that was given or inferred.

No score is kept in this game.



Comments to Teachers

Phony Carrot
Color: Yellow
Grows: On a bush
Size: 24 inches
Calories: 125
Food Group: Fruit

Phony Carrot
Color: Orange
Grows: In a tree
Size: 2 inches
Calories: 21
Food Group: Vegetable

After cards are made, assign one person to lead the game, and one person to watch the timer.

Resource Materials:

Ethel Austin Martin, *Nutrition in Action*, Holt, Rhinehart and Winston, 1965.

Marvin Martin, *The Great Vitamin Mystery*, Dairy Council.

"Mulligan Stew," TV Nutrition Series.

Pamphlets and Filmstrips from Dairy Council: Comparison Cards—B43T; Nutrient Teaching Charts—P532; "How Food Becomes You"—F606; "How Your Body Uses Food"—B77.

Pamphlets from Institute of Baking, 400 East Ontario Street, Chicago, Illinois: "Follow the Foodway"; "Food and You."

CONCEPT 5

Enjoying a meal affects one's habits and attitudes about nutrition.

Activity No. 1

Objective: To recognize how feelings about others and food are related to eating together.

Materials Needed: Heavy poster paper (approximately 24" x 32"); magazines; a current book on good manners; scissors; paste; paper; felt-tipped marker.

Procedure: This activity involves small groups of four to six students making a collage. Each group should search through old magazines and cut pictures of people eating at home, school, picnics, etc.

Select one idea from the picture that would relate to some application of good manners and courtesy. Find idea in the resource book and copy it on paper with felt-tipped marker. Cut it out and paste it next to picture.

Include as many pictures and rules as can be squeezed on the poster paper. Ask the students to try not to leave any poster paper showing.

Each group should discuss its collage and the teacher should make a list of the concepts relating to good manners that the students have used.

Comments to Teachers

Time Required: Approximately one hour.

Feelings and food go together.

1. Good food brings good feelings.
2. Angry, worried, or sad feelings sometimes keep people from eating.
3. Sometimes these feelings cause people to eat too much.

1. Good behavior at the table brings good feelings.
2. There are agreements (rules) about behavior which make us feel good at the table. These are called manners.
3. Practicing good table manners helps other people feel good.

Activity 2

Objective: To reinforce the importance of using good table manners in eating situations.

Comments to Teachers

Time Required: 10 minutes to observe; 10 minutes to report.

Activity No. 2 *(continued)*

Procedure: Assign two pairs of students to visit the cafeteria. One pair is assigned the task of reporting on good practices, while the second pair reports on things seen that need to be changed. They should stand in an area where they are not blocking traffic, but where they can observe several tables. One student may want to draw attention to a specific situation. He should speak in a low voice and describe the situation without using his hands to point.

If a team observes one particular habit, i.e., people who finish their lunch before eating their dessert (a good practice) or snatching food from someone else's plate (a poor practice), they may want to record the number of times they see the behavior. They may want to carry a notebook and a pencil and mark down each time it occurs.

Each team should operate so that no one in the cafeteria knows whether they are watching for good or poor manners.

When the activity is successful, it should be repeated as long as new insights are formed and new ideas are presented.

Before the activity is initiated, the teacher should state that no names should be associated with the report.

Comments to Teachers

If a group of class members can illustrate ideas by cartoons or sketches, they may wish to draw examples of what they have seen. The cartoons can be posted in the classroom or as a display for the school.

Activity 3

Objective: To teach the correct placement of utensils and plates in setting the table.

Materials Needed: Plate, knife, fork, spoon,

Comments to Teachers

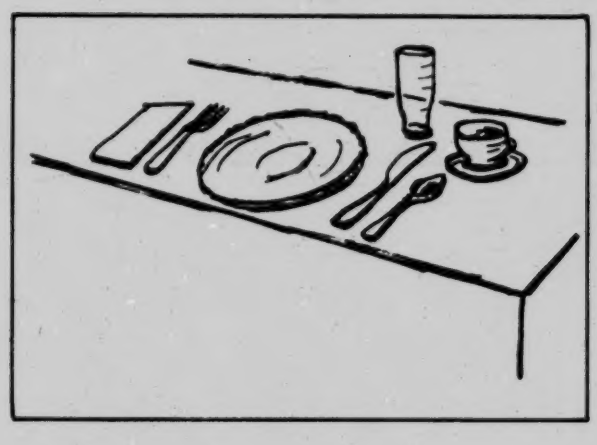
Time Required: 5 minutes per child.

A note with a diagram or sketch to parents would make them aware of the activity and might encourage them to allow the child to

glass, cup and saucer, napkin, tablecloth, table decoration.

Procedure: Give each child an opportunity to practice setting a table. Encourage the children to assume the responsibility for setting the table at home. While the knowledge and skill is important, the value of the activity is in the practical use in everyday living.

ILLUSTRATION OF PROPER TABLE SETTING



Activity No. 4

Objective: To teach that table decorations make mealtime more enjoyable.

Procedure: Many different craft ideas can be used to provide an interesting table decoration.

These can be made as part of an art lesson and used to demonstrate how to make the table more pleasant at mealtime. Some simple ideas would include: a 10-inch candle in a small styrofoam base, surrounded by greenery; fresh, polished apples in a bowl; a piece of driftwood secured on a wooden base; yarn or paper flowers; round holiday ornaments in a glass bowl.

assume new family responsibilities. The following is a suggested letter. Modify as it fits the class.

Dear Parent:

We would like your child to practice the skills that he has learned in nutrition education.

Please complete the following chart and return before ___ (date) ___.

1. Knows how to set table. (Refer to illustration.) Yes___ No___
2. Sets table for one meal. Yes___ No___
3. Sets table every day for one week. Yes___ No___
4. Sets table every day for one week without being reminded. Yes___ No___
5. Contributes to a pleasant dinner table discussion regularly. Yes___ No___
6. Helps with clean-up after meal. Yes___ No___
7. Cleans up after family meal without help. (Puts food away, washes dishes, cleans kitchen.) Yes___ No___
8. Other abilities _____

_____

_____

(Parent's signature)

Thank you very much for your cooperation.

_____

(Teacher's signature)

Asking parents to comment on the table setting activity would give good "feedback." Some children find it difficult to assume responsibility for returning notes from home. A teacher might offer a small reward or recognition when a child does cooperate by returning a note from his parents.

CONCEPT 6

Becoming familiar with new foods heightens one's awareness and appreciation of a greater variety of foods.

Activity No. 1	Comments to Teachers

Objective: To taste an unfamiliar vegetable; for example, the turnip.

Materials Needed: Paring knife, cutting board, water for washing food, napkins, working area, three large turnips, salt.

Procedure: Pass turnips around and ask students to identify them. Encourage them to describe the food in terms of how it looks, smells, and feels. Have working area ready for the preparation of the turnips for tasting.

Turnips must be washed, peeled, and cut into bite-sized pieces before serving. Let children salt and taste the raw turnips and express their reactions.

Discuss the following ideas:

What basic food group does it belong to?
How does it grow?
How is it similar to other vegetables?
What food values does it contain?
What are some of the different ways the turnip can be eaten?
Were impressions changed after tasting the turnips?

If the activity is successful, repeat it with other foods.

Time Required: 30 minutes.

Turnips are suggested for tasting, but cooked portions of meat, cheeses, or fruits could be substituted for them.

Assign a small group of children to do research on the turnip so that answers can be provided during discussion period.

If at all possible, contact the cafeteria manager to see if cooked turnips could be served on the same day as the tasting party.

A similar activity could be conducted about smelling a collection of foods. For example, several samples of vegetables or fruits could be sniffed by a child who is blindfolded. Some samples might include: a cut strawberry, a peeled banana, a cut apple, a piece of celery, a slice of onion, a slice of potato, a peeled carrot, a slice of green pepper. One team of children can prepare the samples; another team can guess what the items are. More points can be given a team if its members can name and answer questions about the items.

Activity No. 2	Comments to Teachers

Objective: To understand how various people feel about food through role-playing.

Time Required: 30 minutes.

Activity No. 2 *(continued)*

Procedure: Some parents and school lunch workers have strong feelings about wanting young people to develop good habits with regard to the food they eat. They would like students to both enjoy food and eat nutritious food.

Ask different students to volunteer to role-play one of the following situations:

1. A mother forcing a child to eat.
2. A child cooperating with a parent and trying a new food.
3. A child refusing to eat anything on the cafeteria tray.
4. A child trying a new food after his classmates encourage him.
5. A child asking another child for his dessert or treat.
6. A child noticing that his mother or father refuses to eat.
7. A child trying to help his younger brother or sister eat.
8. A child who eats sweets all the time.
9. A child who is a ballplayer and who wants to grow strong by eating good meals.

Comments to Teachers

Discuss the feelings of the child and the adult in each of the situations.

Resource Materials:

Ellis Cradle, "Down, Down the Mountain," *Better Than Gold*, Macmillan Publishing Co. (a story about turnips).

The United States Department of Agriculture, Washington, D.C., has leaflets and pamphlets available upon request on vegetables, fruits, etc. The local Agriculture Extension Department may have these pamphlets on hand.

CONCEPT 7

Planning, preparing, and serving a meal utilizes the knowledge gained in the study of nutrition.

Activity	Comments to Teachers

Objective: To plan, prepare, and serve a lunch in the classroom.

Materials Needed: Hot plate, large pot, paring knife, can opener, stirring spoon, measuring cup, measuring spoons, calorie counter.

Procedure: A suggestion for a lunch is given below. Teachers and other adults should feel free to plan with the entire class or with an appointed planning committee.

Menu

Vegetable Soup
Peanut Butter or Cheese Sandwich
Orange or Apple
Cookie
Milk

Write the menu on chart paper or the chalkboard. List the Four Basic Food Groups with space for each of the foods in the menu.

Meat or meat substitute	Vegetables and fruits	Dairy products	Bread and cereals

Name a committee to list the calories in the meal using a calorie counter. Another committee can list the vitamins and minerals which are in the food. Other committees which might be appointed may include:

Food Collecting
Food Preparation
Table Decoration
Table Setting
Cafeteria Liaison
Parent Support
Clean-up

Time Required: Planning: 15 to 30 minutes; purchasing and collecting food: two days; preparing the food and serving the meal: two to three hours.

Vegetable Soup (Serves 8-10)*

No. 2½ can tomatoes, chopped but undrained
1 tbsp. melted butter or margarine
1 small chopped onion
1 lb. ground beef (this can be eliminated if budget is small)
1 medium size can of mixed vegetables
3 cups water
2 beef boullion cubes
½ tsp. sugar
¼ tsp. basil
½ tsp. pepper
2 tsp. salt

Saute onion in butter; add beef and brown well. Stir in remaining ingredients. Bring to a boil, stirring frequently. Simmer 25 minutes.

* Multiply proportions according to the size of the total group.

There are a variety of ways to facilitate this activity. For example, a cafeteria manager may provide some of the basic foods, a parent-support committee could solicit donations, each child could be assigned to provide a specific food.

The food could be purchased during a field trip to the grocery store.

Making peanut butter for the sandwiches would be an interesting project to add to this activity.

Activity *(continued)* **Comments to Teachers**

The table decoration committee should decide on specific plans and collect the necessary materials before the date of the lunch.

The table setting committee should approach the cafeteria staff and request to borrow plates and utensils from the general supply; write a letter to the cafeteria manager, giving number of plates, bowls, etc., needed and the date of the lunch; or the teacher can make special arrangements with the manager. Disposable utensils and plates are another alternative.

Allow enough time to prepare the soup and sandwiches. This might be done as an early morning activity and eaten at the appropriate lunch time period.

To do this, add a little salt and a tablespoon of any oil that does not solidify at room temperature to a cup of roasted shelled peanuts. Drop the whole thing into a blender. Press the button and relax. It may take some time to complete the transformation from nuts to peanut butter. Give the machine a chance and do a little stirring.

After preparing and eating the meal, the class may write a story about what they have done. Each child could write his own story and illustrate it. If the children are pleased with the activity and have enjoyed writing their stories, the teacher may want to display stories and pictures or to send them home for parents to see.

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CONCEPT 8

Not everything that is taken into the body contributes to the nutritional, physical, and mental health of the individual.

Activity	Comments to Teachers

Objective: To enable the student to distinguish between appropriate and harmful substances taken into the body, and to play a game utilizing group cohesiveness and competition in relationship to this.

Materials Needed: Chart paper, felt-tipped pens, 3" x 5" cards.

Procedure: Pre-activity Discussion. Tell the class that not all substances that people take into their bodies are helpful to them. Poisonous mushrooms, alcohol, and drugs are three examples of substances considered harmful to the body. They have heard about this from parents, brothers, sisters, friends, and other people. You want them to share their experiences with the group by telling something about what was eaten or used and why it should be considered either helpful or harmful. One or more people should record this information on cards and a game called "Keep On Trucking" will be played with these cards.

Give the group the following stories to demonstrate the type of "use-abuse" examples that are needed to play the game.

1. Jane ate a plate of spaghetti for lunch and then ate the piece of cake that came with her school lunch. .....Good News

2. Jean traded everything she had on her school lunch tray with her friends. When she finished, she had five pieces of cake to eat. .....Bad News

Time Required: Pre-activity discussion: 20 to 30 minutes; activity preparation: 30 minutes; game: 20 minutes.

This could also be handled as a small group activity. A writer may be needed for children who find it difficult to express themselves in writing.

When the children are sharing ideas, they will be making value judgments regarding the situation that they suggest. An adult leader can respond in at least two possible ways. (1) Ask the group or class about their feelings and come to some general agreement to determine how the greatest number of people feel. Remember that a minority might express itself strongly about an opinion, but this opinion may not represent the feelings of the total group. The teacher can offer protection to the minority for the right to hold such views. Personal opinions are usually based on one's experiences, a search for new information, values, etc. Students should be encouraged to recognize that there is much known but not acted on by adults and much unknown to be discovered. (2) Ask the group to express opinions, after which the adult leader will make the decision as to whether the situation is good or bad news.

The leader should state the rationale behind his decision if one is requested.

Activity *(continued)*

3. Mr. Brown came home from work and Mrs. Brown said she was too tired to fix dinner. She told him they could eat all the ice cream in the freezer and then they wouldn't be hungry. . . . . Bad News

4. Sam had a toothache. His mother called the dentist, but the dentist couldn't see him until the next day. The dentist prescribed a drug to ease the pain. Sam took the drug. . . . . Good News

5. Wendy was very unhappy. She felt that nobody liked her. Wanda told her that she should try to take some drugs and then she wouldn't worry about her feelings. She did . . . . . Bad News

Consider the following situations for use:

A good breakfast includes . . .
A good lunch includes . . .
Try new foods . . .
The effects of good nutrition on teeth, muscles, and posture . . .
The four basic food groups include . . .
A variety of ways of serving food . . .

Procedure: Activity Preparation. Take chart paper and draw a playing area with 30 to 40 spaces (see illustration). Place appropriate words and decorations on the chart paper.

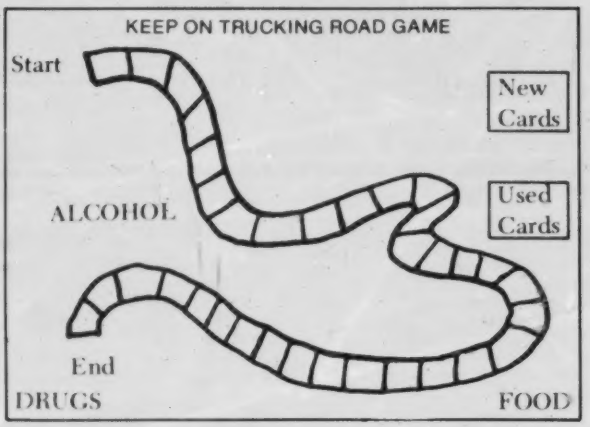
On each individual situation card, place a number. On the "Good News" cards, write "Go ahead 1 (2, 3, 4 or 5) space." On each "Bad News" card, write "Go back 1 (2 or 3) space."

Procedure: Game. Divide class into small groups of three to four players per team. Make a chart with the names of teams and team members. Make a play-off schedule (see illustration).

Place cards on game board. Obtain two markers to indicate placement of teams on the board.

Comments to Teachers

Information About the Game:
In order to play the game, the students will need to make twice the number of "Good News" cards as "Bad News" cards. Make at least ten "Good News" cards and five "Bad News" cards.



Activity *(continued)*

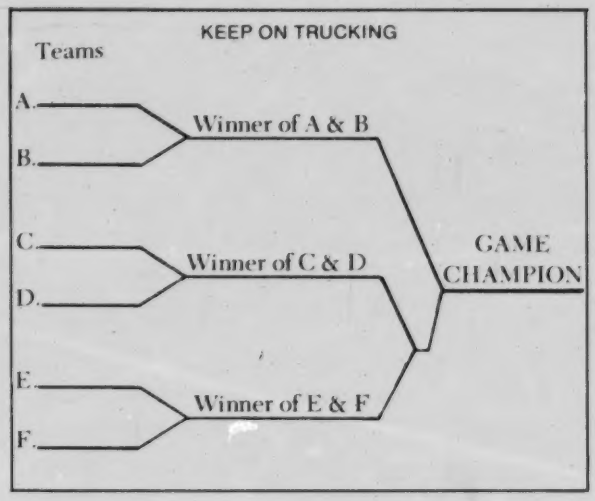
Each member of the team draws a card in sequence, reads the situation and either advances or goes back, depending on what the card tells him to do. Each time a "Good News" card is drawn, the individual moving the marker states, "Keep On Trucking," as he moves forward. Both teams should alternate taking turns drawing a card.

If no winner has reached the end of the road before all the cards have been used, turn the pile over and begin again.

Allow each team to play the opponent until a champion is declared.

Comments to Teachers

PLAY-OFF SCHEDULE



The affective and cognitive responses are a valuable part of this team game, and enthusiastic participation should be encouraged.

CONCEPT 1

Human development follows a predictable sequence.

Activity No. 1

Objective: To be able to identify levels of physical development through the classification of baby pictures.

Materials Needed: Photographs, rubber cement, five or more pieces of poster board or heavy paper, felt-tipped marker.

Procedure: Ask children to search at home for their baby photographs or those of their brothers and sisters. If unable to secure these, magazine and newspaper pictures may be used.

Categorize the pictures by approximate age groups. For example, the posters could be labeled: (1) Birth to 1 year; (2) 1 to 2 years; (3) 2 to 3 years, etc.

If a collection of photographs can be made, ask children to guess who is who. If this procedure is to be followed, the teacher will need to alert children to keep each picture a secret until the guessing time.

Use questions and answers about the pictures. For example: Who has the picture of the very youngest baby? What is the baby doing in the picture? Do any of us remember being this young? Do any of us have brothers and sisters as young? What does a baby do? What do you know about babies?

Encourage students to discuss the order in which growth occurs, such as a child crawls before he walks, has baby teeth before permanent teeth, babbles before he talks. Allow students to relate their own experiences such as riding a tricycle before riding a bicycle, eating with their hands before silverware, scribbling

Comments to Teachers

Time Required: Approximately one week to gather materials and prepare posters; class time of 10 to 15 minutes is necessary each morning to mount pictures; discussion time: 30 minutes.

Send a note to parents telling them about the activity and requesting their help in selecting photographs for their child to use in school. Assure parents that all pictures will be protected and returned in good condition.

Request that parents discuss with the child the age of the child in each picture submitted. Have the parent mark this age on the back of the picture whenever possible.

The normal 6-month-old child can: sit without support; reach for object; laugh and squeal.

The normal 1-year-old child can: walk, say mama and dada; imitate speech sounds; play peek-a-boo; feed himself crackers; drink from a cup.

The normal 2-year-old child can: throw a ball; walk up steps; jump in place; scribble; follow two directions; use a spoon; remove garments.

The normal 3-year-old can: pedal a tricycle; copy a circle, give first and last name; put on shoes; wash and dry hands.

The normal 4-year-old child can: hop on one foot; copy +; recognize three colors; button up; play games with other children, i.e., tag; dress without supervision.

The normal 5-year-old child can: catch a bouncing ball; copy a circle; draw a man with six parts.

Activity No. 1 *(continued)*	Comments to Teachers
before writing their names, taking milk from a bottle before drinking from a cup, being dressed by parents before dressing themselves.	The teacher should point out that each child does grow a little differently and that he may do some things early or "young" or later and "older." Children could recognize these differences among themselves even at their current ages. One child may speak more distinctly than anyone else; another child may hit a target more accurately; another may make the hardest fist; another may smile the easiest. These differences in children are all within the range of normalcy. The teacher can help children accept that the range of normal is very wide (see Part III, Concept 1), and that each person is especially developed in some way.

Activity No. 2	Comments to Teachers
Objective: To relate stages of growth and development with specific ages. **Materials Needed:** Paper strips, felt-tipped marker. **Procedure:** Following the general discussion, ask the class to name things that children learn between birth and their current age and list them individually. Write them on a strip of paper and try to include such things as: crawl, walk, say "mama" and "dada," talk in sentences, drink from a bottle, drink from a cup, draw a man with five or more parts, take a bath alone. Ask at what age children generally learn to do these things. Write down the consensus of opinion and place the statement with the age-designated poster.	**Time Required:** 30 minutes.

Activity No. 3

Objective: To observe a young child of a specific age and see how he differs from another age.

Materials Needed: Three children of preschool age and their mothers or caretakers.

Procedure: Ask students to identify the ages of preschool brothers and sisters.

A chart could be developed on paper or the chalkboard as follows:

Birth to 1 year	John's brother, etc.
1 to 2 years	Beth's sister, etc.

Tell students that they will have an opportunity to observe younger children and ask them to select three children whose parents might like to bring them into the classroom for a short visit. Encourage the selection of a baby, a 2- or 3-year-old, and a 4- or 5-year-old.

Make the period of observation as comfortable as possible for the child and his mother. Ask the parent to tell something about the child's interests and activities. Encourage the child to talk so that the class will understand something about his language development. Students may want to ask questions.

The child might be given a box of crayons and piece of paper to draw a picture.

Comments to Teachers

Time Required: Discussion: 10 minutes; invitation: time as needed; observation: 10 to 15 minutes for each child and parent.

Teachers may prefer to make arrangements for visitations and inform the class which children will visit.

Call or write each mother and inform her of the activity and invite her to bring her child to school for a 10 to 15 minute visit. Ask her to bring the child's favorite toys to play with.

The class can follow up with one of several activities. Class members can write the mother and thank her. They can draw pictures of the child as they observed him. They can write stories about the observation. They can interview their parents and tell the class three observations their parents remember of them at that age. These descriptions can be grouped into age groups, also.

CONCEPT 2

Growth is unique for each individual.

Activity No. 1

Objective: To measure growth and show the unique characteristics of the individual.

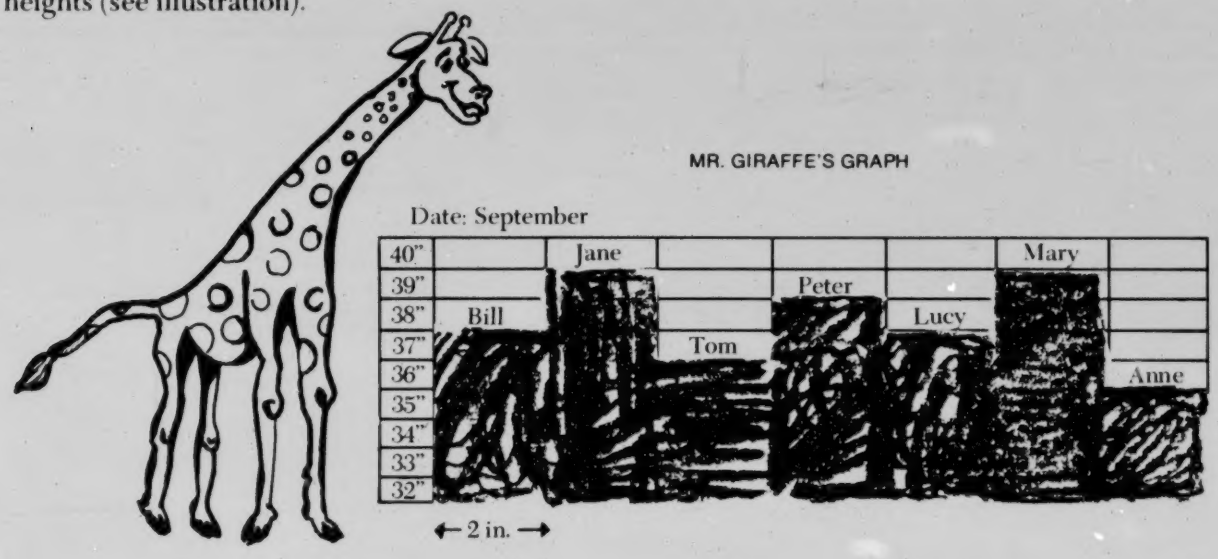
Materials Needed: Roll of shelf paper, crayons, masking tape.

Procedure: Along one wall, stretch a sheet of paper about three feet wide with top edge a few inches higher than the tallest student's head.

Place a yardstick or tape measure on the floor and mark the inches on both sides of the paper. Draw straight lines across the paper.

Ask each child to stand in front of the paper and mark his height about two inches from the next child's mark. Have each child write his name over the height indication mark.

Draw parallel lines separating each height mark and have the child fill in the space with crayon. Different colors should be used to differentiate heights (see illustration).



Comments to Teachers

Time Required: One hour of preparation time to make chart; one hour to measure or one hour to weigh class and complete charts.

Allow students to do as much of the measuring and marking as possible.

Children must understand that even though other children may be shorter, taller, etc., if healthy, their size is normal. Heights and weights should be compared with their own previous growth process rather than with other children.

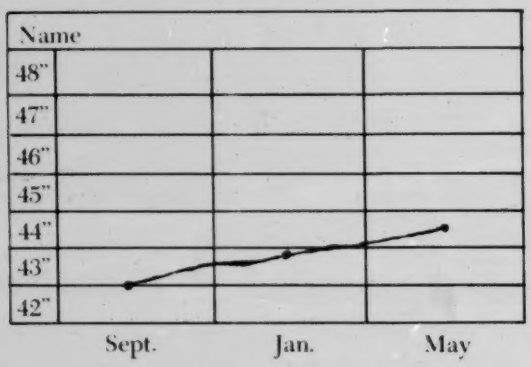
Children may compare sizes by age and sex differences, weight, height, and other growth factors, noting changes every few months.

In the areas of height and weight, the teacher should be prepared to handle observations of children; some may be directed at the teacher herself.

The class can work on preparing the chart that will include the giraffe, the date, the number of children, and the type of information the chart provides.

From the wall chart each child should make an individual chart. A duplicator stencil can be efficiently utilized for this purpose (see illustration). The first month's height can be recorded on the bottom left of the sheet and colored as in a bar graph.

INDIVIDUAL HEIGHT CHART



(This can be prepared with a duplicator stencil or the class can do this as an activity using rulers.)

The charts can be kept together in a folder and new measurements could be made each month or each three-month period. In May, a comparison can be made of the September and May measurements according to the child, according to the groups of boys and girls.

If discussion takes place, ideas about "idealized" images could be discussed. It should be pointed out that weight is dependent on many factors; in particular, types of bone structure, food that a person eats, kinds of physical activities, and genetic characteristics of the parents.

If a child notes he is very different from others or if other children make remarks or use nicknames, the situation should be handled wisely by the teacher. A teacher may use several different approaches, depending on her style.

The teacher may want to determine how the child feels about his physical development in relation to his peers.

If children say or demonstrate by their behavior that they are unhappy about their development, the teacher may want to encourage a discussion regarding change. For example:
—Who can change? (A fat person can lose weight, but a tall person cannot lose height.)
—Do people talk about qualities they admire in other people or do they choose to "make fun" of qualities which make others unique?
(Parents and teachers sometimes emphasize areas in which children demonstrate self-consciousness.)

If children show interest and concern regarding these issues, the teacher may want to follow this with a mental health activity.

Activity No. 2

Materials Needed: Individualized charts; weight scales.

Procedure: Have each child weigh himself and mark his weight on his chart as prepared (see illustration).

Ask the class to estimate the heaviest and the lightest members of the class. Indicate the range of weight between these two measurements.

A record could be posted every three months as to the heaviest and lightest weight students. Use number of pounds, not names.

INDIVIDUAL WEIGHT CHART

lbs.	Sept.	Jan.	May

CONCEPT 3

Diseases impair health and affect the individual, his family, and members of the community.

Activity	Comments to Teachers

Objective: To understand the number and the variety of diseases that affect people in daily life experiences.

Time Required: First session: 15 minutes for group recording, 10 minutes for class evaluation; homework assignment; 20 to 30 minutes for second session.

Procedure: First Session. Ask the class to explain what a disease is. Tell them that they have heard the names and descriptions of many diseases in their life experiences. Can children identify the diseases that are current in their school during the week? For example, they may know why classmates are sick. The nurse may be able to tell them if a number of children have gone to the health room and the general reasons why. The principal may know if there have been many absences currently.

Diseases impair health.
Some are caused by microorganisms.
Microorganisms are sometimes called germs.
Microorganisms cause *acute* diseases.
Examples are: chicken pox, typhoid fever, syphilis, pneumonia.

Some diseases result from a specific body dysfunction.
These diseases cannot be transmitted.
These diseases are called *chronic* diseases.
Examples are: diabetes, nephritis, heart disease, cancer.

Students have had some diseases and members of their families have had other diseases. Tell them that this activity will test their memory.

This activity may need to be modified for kindergarten children. For example, teacher may list diseases on the board as they are discussed by the class.

Divide the class into two or more groups. Ask one member of each group to be the recorder. If the teacher can supervise four groups, more children will have a chance to participate.

Each group will make one list of all the diseases that the group members can recall. Phonetic spelling is acceptable at this stage; later the teacher can print the correct spelling beside the child's work.

Gather the class together and ask the recorders to share their lists with the class. Record them on the chalkboard or on a poster.

Keep a list of questions asked each time a member of the class requests information. Answer each question as completely as possible, but list the question for further investigation.

Activity *(continued)*

Homework Assignment: Ask each member of the class to make a list of diseases that he or a member of his family or friends have had. For each disease the student may state the person's age at which the disease occurred.

Procedure: Second Session. Following the homework assignment, return to the chart or list that had been recorded the previous day. For the diseases that were previously listed, ask the members of the class to indicate whether they had the disease on their home list. By reviewing each disease and adding other diseases, a tally will be given indicating how many people have contracted the disease.

If time permits and the school nurse is available, ask her to visit the class and answer the questions that the class has asked. She might appreciate a copy of the questions that the class has asked before the group meeting.

Comments to Teachers

For homework assignment, each child could ask his parents whether he had "baby shots." A class discussion could be held as to the use of "baby shots," other vaccinations or injections. The children could develop a list of activities and good health habits that prevent disease.

The following chart is an example of the system used to record diseases.

Colds	𝍸	𝍸	111	
Measles	𝍸	11		
Mumps	𝍸	111		
Poison Ivy	𝍸	𝍸	𝍸	1
Scarlet Fever	11			
Nephritis	1			
Diabetes	111			

A teacher has suggested that the word "communicable" can be introduced with this activity. Definition: A disease which may be "caught," passed along easily to another person in different ways. Some examples: flu, colds, measles, mumps, chicken pox, etc.

CONCEPT 4

Man is concerned with the prevention, control, and cure of disease.

Activity No. 1

Objective: To become aware of the variety of methods that man uses to fight diseases.

Procedure: This activity concerns charting the treatment and prevention of disease. Information from the previous activity can be used to implement this concept.

If the class members can write, this activity can be accomplished through the use of small groups of two to six students. When the teacher or other adult needs to record the information, the class may be handled as a total group.

Prepare the following chart on the chalkboard or duplicator stencil:

Name of disease	No. in class having had disease	Treatment			Prevention
		Medication	Diet	Change in activity	

The following is a list of chronic and acute problems which the class may want to consider along with their personal disease lists:

Typhoid Fever	Obesity	Chicken Pox
Diabetes	Mumps	Mononucleosis
Epilepsy	Lockjaw	Whooping Cough
Diptheria	Colds	Poison Ivy
Smallpox	Flu	Rocky Mountain Spotted Fever
Measles	Sickle Cell Anemia	

Resources should be available to each group. These could be the teacher, a knowledgeable adult volunteer, library books, and other related health charts and materials.

Comments to Teachers

Time Required: The activity could be extended to more than one session, depending on number of resource people and materials used.

Healthy people feel well and they try to stay that way.
When they become ill, they try to learn all they can about the disease.
They want to cure or control the disease.
Sometimes they can plan to prevent a disease.

One teacher has used a small coloring book, *Tuffy Talks About Medicine*, and has found it helpful. (Aetna Life and Casualty Company publication)

Immunity is resistance to disease.
Immunization is the process of artificially developing resistance to disease.
Shots are one way of immunization.

Activity No. 2

Objective: To role-play a situation as an aid to understanding how diseases are fought.

Procedure: Tell the class they are to imagine that an explorer has just returned from Mars and announced that there are men on the planet who have the same diseases as people on Earth. The difference is that there are no doctors, nurses, or scientists on the planet who know how to fight diseases.

They are to send a super-rocket to Mars with people to set up a hospital or clinic. They may take ten people.

What people should go?
What equipment should they take?

Ask ten students to take the roles of these health workers on their way to the new planet.

They are to pretend that they are sitting in the rocket on their way to Mars. Have them role-play the scene as they tell what they will do as soon as they get to the planet.

Comments to Teachers

Time Required: 45 to 60 minutes.

Discuss what each person does.
Suggestions may include a parent, physician, nurse, dentist, pharmacist, dental hygienist, research scientist, health educator, nutritionist, lawyer, technician, etc.

The teacher may utilize the child's feelings to help show how and why we should fight diseases and try to prevent them.

Activity No. 3

Objective: To show children how to reach help in an emergency situation.

Procedure: Through the use of telephone directories and other community resource materials, have the children compile a list of emergency telephone numbers. These would include the police department, fire department, poison control center, the doctor, local hospital, the parent at work, a neighbor.

It could be stressed to children that dialing "0" for the telephone operator, giving their name and address and immediate problem, would bring help.

CONCEPT 5

Feelings accompany illness and good health.

Activity	Comments to Teachers
Objective: To help students understand the different feelings surrounding health and illness by constructing a booklet.	**Time Required:** Independent activity: 30 minutes each day for approximately two to three days; follow-up session: 30 to 40 minutes
Materials Needed: One piece of construction paper 9" x 11" for a cover and two pieces of paper for inside pages; crayons or other drawing materials.	
Procedure: Distribute paper and ask students to fold all paper in half and staple booklet together.	This will give each student eight pages in his booklet.
Prepare a chart with these unfinished sentences:	
1. When I am well, I feel _____. 2. When I am well, I act _____. 3. When I am ill, I feel _____. 4. When I am ill, I act _____. 5. When I go to the dentist, I feel _____. 6. When my mother is sick, I feel _____. 7. If my friend were injured, I would feel _____. 8. If I had to stay in the hospital, I would feel _____. 9. If the doctor told me I had diabetes and had to have a shot every day, I would feel _____. 10. If someone I knew had a disease the doctors couldn't cure, I would feel _____.	Each sentence should be accompanied by an illustration. Encourage each student to give his booklet an appropriate title and to illustrate the cover. If the children want to develop this further, they could add a section "Good Health Is . . ." (like "Happiness Is . . .") and illustrate and describe in sentences.
There may be other sentences about health and feelings that you might like to add to this list.	
Ask each student to copy eight of the unfinished sentences and add a word or phrase to complete them. Ask them to try and use a different word each time. Children can work in pairs or small groups and can share words if they want to. Remind them that they can make up any number of original sentences concerning good health, illness, or injury, and relate it to feelings.	There is nothing magic about eight pages or eight sentences. Each teacher should state the number she expects the student to complete, but this may be defined differently depending on the skills and abilities of the class or individual members. Allow time for slower or less verbal children to select what they want to write. Some may prefer drawing pictures to

Activity *(continued)*	Comments to Teachers

This may be substituted for the incomplete sentences which have been given.

Procedure: Follow-up. When the booklets have been completed, ask each student to share two or three of his sentences with the group.

Encourage the class to ask questions about why the individual might feel that way. Point out similarities and differences in how people feel with regard to health, illness, and injury.

writing. The teacher may need to move around the room or ask children to come to her if they need help or "get stuck."

The teacher may use this exercise to help children talk about their feelings of going to the doctor or of being in the hospital. Many children have been or will be hospitalized or have a serious illness during their elementary years. A discussion could be held about going to the doctor or clinic when you are sick, about leaving home and entering the hospital, about what happens in the hospital, and about what children like from parents, other pupils, and teachers while they are away.

A "hospital corner" could be started as a learning center in the classroom and a unit developed around health care. Simple first-aid materials might be available to play with under supervision. For example: disposable syringes with needles detached; face masks; bandages and tape; or a children's doctor kit which would have a play thermometer, stethoscope, etc.

CONCEPT 6

Many health problems can be prevented through adequate health and safety practices.

Activity No. 1

Objective: To determine what the students think adequate health practices are and how they may be implemented.

Materials Needed: Paper and crayons.

Procedure: Tell the group that to play this game each child will have to write the word "Yes" in big letters with a black crayon on paper. (Tearing a 9" x 11" piece of paper in half is a good size.) Ask each child to write the word "No" with a red crayon on a paper. Make sure that the words are dark enough to read from a distance.

Name two people to be "counters." They should take their places at the front of the classroom.

Tell the group that they have heard their parents and teachers tell them what they should do to be healthy. They have also heard TV commercials tell them what they should buy. You want them to decide what they really believe is important to maintain good health. Remind them that you don't expect everyone to agree.

Make two charts or two lists on the chalkboard as follows:

What Most Of Us Believe	What Some Of Us Believe

Comments to Teachers

Time Required: Activity: 30 minutes; follow-up activity: 20 minutes.

This activity is recommended for seven- and eight-year-olds. It could be simplified for kindergarten and first grade pupils.

Check and determine that the class knows that *most* means more than half the class.

Check and determine whether the students understand what is needed to hold a discussion.

The teacher may want to begin the chart with an obvious health practice, such as:

"Brush your teeth."
"Keep your body clean."

Ask the group what they think this means. When they understand the concept, ask how many people really believe that this is an important health practice and if they would do what was necessary to follow this belief.

Each child would then hold up a "Yes" or "No" card.

Lead the class to suggest other ideas in areas such as:

Adequate sleep
Clean clothes
Clean hair
Adequate exercise

Procedure: Follow-up. Using the charts made during the previous activity, two more columns should be added. Ask the group to suggest appropriate items to include for each of the statements that they initially suggested. Two examples are given:

Health Practices and Beliefs	Products Needed or What We Need	Services Needed or Who We Need
Brush your teeth.	Tooth paste Tooth brush Dental floss	See a dentist every six months or when a problem develops.
Keep a clean body.	Soap, bath tub, shower, water in basin, towel, wash cloth	None

Discussion Rules

One person talks at a time.
Everyone listens to that person.
Everyone thinks about what is said.
When someone shares an idea, he must remember to stick with the subject.

Some teacher-screening should be done so that only the good health practices are discussed and voted on.

In this way, each child is forced to commit himself to a response. One counter adds the "Yes" cards and the other totals the "No" cards. The statement can then be recorded on one of the two charts.

The titles used in the chart should depend on the vocabulary skills and the maturity of the group.

The teacher may wish to help children compile a similar chart labeled "Poor Health Practices" and have children suggest items for this chart also.

Some teachers demonstrate good dental care with a model of teeth and a tooth brush. Some suggested films are: "Good Dental Health Is Up To You," "You'll See Red," and "The Mouth I Live In."

Activity No. 2

Objective: To identify products that are advertised to maintain health.

Materials Needed: Magazines; approximately ten large pieces of paper (18" x 24") stapled together to make a book; paste; crayons.

Procedure: Homework Assignment. Ask students to collect clippings of advertised health products from magazines at home. Remind them to ask permission to cut out pages from these magazines before they start cutting.

Procedure: Activity. The group with health product clippings can paste them in the scrapbook after labeling the page with the appropriate word. For example: DEODORANT — SOAP — TOOTHPASTE. A child may describe what the product does; write the description, and paste it on the page. Other students can select a magazine and cut and paste advertisements relating to health products.

Keep the scrapbook on the library table for a period of time for the class to review. Encourage free discussions of the products that they use, things they like, and things that they feel are of no use to them. Different shaving cream products might interest a sixteen-year-old boy, while a six-year-old boy might not be interested in comparing the merits of the individual products.

Comments to Teachers

Time Required: 30 to 45 minutes of class time; homework assignment.

Activity No. 3

Objective: To determine unsafe practices at home and at school and to prepare a mural illustrating safe practices.

Comments to Teachers

Time Required: Pre-activity: two to three days; activity: 20 to 30 minutes; follow-up: two to three days for small groups.

Materials Needed: Two 6-foot pieces of 36-inch size paper. Two small boxes labeled "home" and "school."

Procedure: Pre-activity. Tell the group that to play the game they will need to find some things that they believe need to be changed because they do not provide safe and healthy practices.

When they find something, they should write it on a slip of paper and put it in the box labeled "home" if it is a home-related safety problem, or "school" if it is concerned with an unsafe school practice.

Tell the class that no one should include his name on his paper because you want to discuss unsafe practices and not the people who have them.

Several possible examples are given:

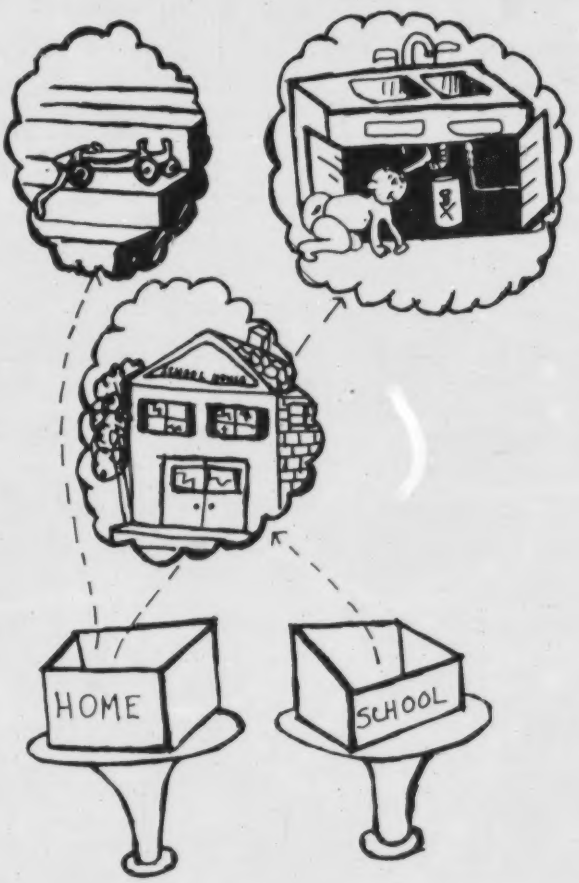
"Pills out where a baby could get them."
"Toys out in the hall."
"The wood on the stairs broken and rotting."
"Broken glass on the playground."

Procedure: Activity. Open each box and read the observations that have been placed inside.

Discuss what would need to be changed and why a change is necessary. Rely as much on the responses from the students as possible. Encourage different solutions to be expressed and discussed.

Note one of the popular solutions on the back of the slip of paper and ask the group for someone to offer to draw a picture of the safe practice in a mural. Place the name of the person on the slip of paper.

If children need help expressing themselves in writing, the teacher might suggest that 10 to 15 minutes be set aside each morning to record each student's observations.



Activity No. 3 *(continued)*	Comments to Teachers

Procedure: Follow-up. Distribute the slips of paper and work out a schedule for preparation of the murals.

Label one "Safe Practices At Home" and the other "Safe Practices At School."

The teacher will know the number of students that can be safely assigned to work together independently and will assign that number to the mural activity.

Each child should sketch on the mural his safe practice with pencil and complete the creation with crayon, paint, or other desired medium.

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CONCEPT 7

Environmental concern and action is important to the physical health of the individual, the family, and the community.

Activity	Comments to Teachers

Objective: To select an area, observe, and determine environmental problems and implement change.

Time Required: Pre-activity discussion: 15 to 20 minutes; activity: two hours; follow-up activity: two hours.

Procedure: Pre-activity Discussion. Discuss areas near the school with the class. Ask them to think about selecting a specific area for the class to study. It should be an area that contains something that they might like to try to remove or change. If more than one area is suggested by class members, discuss the various possibilities and select one by popular vote.

For younger children, a sandbox or tabletop or floor area could be used for this activity. The teacher could help make a map for the tabletop or identify areas on the sand table. The class can select the area that they are going to "reproduce" in miniature.

Procedure: Activity. Divide the class into groups. Each group should be responsible for one or more of the following:

A. Making a map or drawing a picture of the area including the streets, street names, and buildings or including the elements of natural environment (trees, streams, open areas, etc.).

B. Determining distances between buildings, streets, etc., by counting steps. A chart can be produced for this record.

C. Locating the following environmental problems in the area and placing them on the map or in the picture:
   1. Poisonous substances (gas, kerosene).
   2. Plants that may cause irritation upon contact (poison ivy, poison oak, poison sumac).
   3. Substances that may cause problems if inhaled (smoke, pollen, dust).
   4. Contaminated substances (garbage, polluted water, animal excrement).
   5. Trash (objects that have been discarded or are not being used).

A class may need to look for one thing (listed under C: 1,2,3,4, or 5). A walk could be taken with that one thing particularly in mind. An experience chart could be kept in the classroom with a record of the class' detective work.

A walk through the area could be made by the class or by small groups. Each group should have one or more members with a pencil and a

Activity *(continued)*	Comments to Teachers

notebook in order to record the ideas that are observed by the group members.

Procedure: Follow-up. Discuss with the entire class the results of the observation and study of the area. Select one or more of the problems to correct.

One of the following techniques may be used:

1. Write a simple statement regarding the concern of the class to people who live in the area. Ask for their ideas and suggestions. Mimeograph the statement and leave space on the paper for a response. Distribute the letters of concern to people in the neighborhood or area. Return to pick up the suggestions.
2. Write a letter about observations to a business, mayor, city or county sanitation department, or newspaper.
3. Organize school committee to clean up.
4. Organize neighborhood clean-up day.

Share the statement with the principal before distributing it.

If any person in the area wants to know more about the activity, the principal or teacher should be able to explain its purpose, etc.

Letters of commendation are usually gratefully received! Letters of suggestions should be carefully discussed and prepared and stated as opinions.

CONCEPT 8

Good health depends on knowledge and responsibility of all individuals for themselves and the community.

Activity	Comments to Teachers

Objective: To list some factors that contribute to good health and to demonstrate the benefits of good health by creating a bulletin board.

Time Required: 45 to 60 minutes.

Materials Needed: Drawing paper (size dependent on bulletin board used for activity).

Procedure: Write the following statements on separate slips of paper. Add or delete statements where they are relevant for the needs of the group.

For younger children, the teacher may make two separate headings on the chalkboard, "When You Have Good Health" and "For Good Health You Need" and list the statements under the headings. The statements may be simplified according to the vocabularies of members of the class.

Benefits of Good Health (or When You Have Good Health):

1. Absence of illness. (You are not sick.)
2. Sufficient energy to work and play. (You feel good and want to work and play.)
3. Ability to work and play with others. (You get along well with others.)
4. Adjustment to disappointment. (You do not stay angry or sad very long.)
5. Acceptance of failure. (You are a good sport.)
6. Responsible use of leisure time, alone or with others. (You use your free time wisely.)
7. Freedom from unnecessary worry. (You do not worry very much.)

Contributing Factors to Good Health (or For Good Health You Need):

1. Absence of community environmental problems. (A clean place to live, work, and play. This includes clean land, clean buildings, and clean air.)

Activity *(continued)*

2. Willingness to consider, accept, and follow good advice of parents, teachers, doctors, dentists, policemen, and school safety patrol. (To listen to and obey what parents, teachers, doctors, dentists, policemen, and the school safety patrol say.)

Write selected statements on the chalkboard and discuss a few of these with the class. Discuss some examples. If desirable, reword the statements as expressed by the children. A few pictures might be selected to serve as examples of the statements.

After this preparation for the group work, divide the class into small groups. Select as many groups as you have statements.

Place the slips of paper face down on a table and ask that one person from each group select a statement. Each group should discuss the statement and decide what type picture would best illustrate the idea.

One or more of the individuals should draw the picture and the statement should be copied to accompany the illustration.

Comments to Teachers

Think of a better title than "Good Health Is Up To You." If you can't think of a better title, use this one.

"GOOD HEALTH IS UP TO YOU"

When You Have Good Health

☐ ☐ ☐ ☐ ☐ ☐ ☐

For Good Health You Need

☐ ☐

Groups may exchange statements if they desire.

CONCEPT 1

Mental health depends a great deal on self-concept; how the individual sees himself is the basis for growth and development in mental health.

Activity	Comments to Teachers

Objective: To help the individual know how he feels about himself, to determine the areas in which he might change, and how he might initiate that change.

Materials Needed: Teacher-prepared chart (as shown with this activity).

Procedure: Tell the students that they are going to take a test, but it will be different from any test that they have ever taken. They will be testing themselves, and they are the only ones who will know the right answers.

Display the chart and explain that "I'm O.K.—Not O.K." refers to parts of themselves that they think are O.K. and other parts that they don't think are O.K. Everyone will have some "O.K.'s" and some "Not O.K.'s." A child may have "Can't Decide" column checked for some items.

Tell the children when they think that something is "Not O.K." they should think of the person that says or feels that it is not O.K. It may be them, their mother, father, teacher, or someone else.

The following questions and explanations might be given:

Body Build: Do you think your body build is O.K.? Do you think you are too fat or too tall or too short or your bones or muscles are too thick or too thin? If you say "Not O.K." is it what you believe or is it something that someone told you was "Not O.K."?

Time Required: Activity: 30 to 60 minutes (can be divided into two sessions); follow-up activity: individualized, 10 minutes per person or small group activity (four to six students), 20 minutes.

Everyone is good at some things and not good at other things.
No one is good in everything or bad in everything.
Some people think they are all good or all bad, but human beings are just not created like that.

It should be pointed out to the children that there are some handicaps which a person must learn to accept as unchangeable. Concept 2 in this section deals specifically with this learning experience.

Teachers have found other resources to extend this activity. Some suggestions from teachers using this unit include: use of stories, games, films, the TV series "Inside Out," records such as "Getting to Know Myself," self-drawings.

Newspaper articles about situations could be examined with such questions as: Did his dad or mom think his habits were O.K.? Did he think his dad's job was O.K.?

Clothes: No one thinks his clothes are O.K. all the time. If you think your clothes are O.K. most of the time, say "O.K."

Sex: This refers to whether the person is a boy or girl and whether they think this is O.K. or not O.K. For example, if you are a girl and your father either says or acts like he wanted you to be a boy and you are sorry you were born a girl, you would say "Not O.K."

Blood Type: This was placed on the chart to encourage members of the class to consider different types of blood.

Intelligence: If you think that you're smart enough to do the things that you have to do and like to do, the answer is "O.K." If not, it's "Not O.K."

Achievement: This has to do with how you use your brain. For example, if you think you have good ideas and you draw interesting pictures or write stories using those ideas, you would say "O.K." on achievement. But if you daydream and your mother always tells you that you are wasting valuable time, say "Not O.K." and write "Mother."

Procedure: Follow-up. This should be individualized when resources are available or it could be a small group activity.

Child and teacher or resource person should review the self-evaluation. They may discuss a few of the general things that are listed in either the "O.K." or "Not O.K." categories.

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Activity *(continued)*

Teacher or resource person should ask the child if there is anything that he would like to change from being "Not O.K." to "O.K." If he identifies a specific area, ask him if he thinks it can be changed and, if so, how. If he indicates more than one thing, ask him to decide on the one that is most important to him. If he indicates something that he can't change, ask if there is something that he feels he can change. Help the child be as specific as possible. Also, ask how much time he thinks he might need to make the change.

The evaluation sheet would look something like this:

SELF-CONTRACT FOR CHANGE

Change wanted: .....

How it will be done: .....

Time needed: .....

Date: ..... Signatures:

(Student)

(Teacher)

Two copies should be made and signed. One copy of the contract should be given to the student while one copy should be retained by the teacher, mental health counselor, or resource person.

A follow-up should be scheduled whenever possible to see how many goals were reached. When success was not achieved, did the student become more self-critical, frustrated, and unhappy? These individuals should be considered for additional assistance.

Comments to Teachers

Elementary counselor, community mental health worker, or trained mental health volunteer would be excellent for this activity. Volunteer parents of children in the class should not direct the activity because the information should be treated as confidential, and some parents may not understand how important this may be to children.

THE "I'M O.K.—NOT O.K." TEST

	O.K.	Don't Know or Can't Decide	Not O.K. and Who Says So
I. BODY			
A. How I Look			
Build (height, weight)			
Hair			
Skin Color			
Face			
Eye Color			
Clothes			
B. How I Function			
Sex (Boy or Girl)			
Blood Type			
Seeing			
Hearing			
Lively, lots of pep			
II. MIND			
A. How I Think (intelligence)			
B. How I Work (achievement)			
III. BEHAVIOR			
A. What I Do (habits)			
B. How I Feel About Things (attitudes)			
C. How I Practice and Improve (abilities)			
IV. FAMILY AND OTHER PEOPLE			
My parents			
My brothers and sisters			
Other people who live with me			
How I feel about my neighbors			
How I feel about other races			
How I feel about different religions			
V. SCHOOL			
Principal—How I think of him.			
Teacher—How I think of her.			
Classmates:			
older			
younger			
boys			
girls			

CONCEPT 2

The individual is unique with regard to his behavior and feelings.

Activity No. 1

Objective: To help the child understand more about himself by making a personal notebook.

Materials Needed: Notebook paper, wire clamps, construction paper for notebook cover.

Procedure: Have children start a notebook or scrapbook about themselves. The following questions could be used, one to each page.

—What games and sports do you like best?
—What things do you like to make or collect?
—What would you like to learn to do?
—What are your favorite books and magazines?
—What are your favorite TV or radio programs?
—What kinds of movies do you like best?
—How often do you go to the movies?
—What interesting places have you visited?
—What places would you like to visit?
—If you could have two wishes and have them come true, what would they be?
—What do you usually do after school each day?
—What do you do to help around your house?
—Do you take lessons of any kind after school?
—What kind of lessons?
—How many people are in your family? Give the ages and some information about your brothers and sisters.
—What would you like to do or be when you grow up?
—Do you ever feel angry, frightened, shy?
—What makes you happy?
—What things do you do well and what things do you not do well?

Ask children to suggest any other questions that they might like to explore about themselves. Tell them to leave plenty of space after each question as they will want to add to their booklets from time to time. They will also want to make individualized covers for their booklets. Some may want to paste a school picture, a drawing of a favorite sport or hobby, etc., on

Comments to Teachers

Time Required: Approximately 30 minutes of class time to begin project. A time limit could be set for children to complete their booklets, or time could be set aside on several occasions to discuss the progress they are making. (Perhaps three or four periods of 30 to 40 minutes each.)

The teacher can use this opportunity to help children gain insight into their own personalities. They could see how each human being has varying talents and weaknesses.

The teacher may be able to help her students accept themselves and others as people of worth.

The children can be encouraged to draw illustrations in their books. For those children who cannot write or read easily, each question could be illustrated.

Also a child may be asked to draw himself on a single sheet of paper and write his name on it. This might be the introductory page in his book.

One teacher reported working on this activity for about two weeks. Some children will need help in writing their comments or in expressing what they want to say.

Activity No. 1 *(continued)*	Comments to Teachers

the cover. As the students make their booklets, they will begin to get a picture of themselves.

If the students would like they might share the information in their booklets with others in the class. They will be able to find out who has common interests, likes, and dislikes.

This would be a good time to discuss feelings with students. Lead pupils to discuss their similarities and differences. Let them see that they all contribute in different ways to the class and other groups to which they belong.

Talk about how class is richer and more interesting because of different types of people.

Activity No. 2	Comments to Teachers

Procedure: Students could be assigned biographies of famous people, i.e., Thomas Edison, Helen Keller, Ralph Bunche, Abraham Lincoln, John Kennedy, Roy Campanella, Mary Tyler Moore, Albert Einstein, Alexander Graham Bell, Joe Louis, Martin Luther King, and others they suggest. They could compare the differences in their environments, physical handicaps, intellectual abilities, and see how each one made a unique contribution to the world.

Time Required: As needed.

A teacher could check with the librarian in her school or community as to stories about famous people. A list of these books or stories may help children select a person to study.

If assigned biographies are too difficult for the grade level, the teacher could read stories or biographical sketches to the class to illustrate the differences and similarities in people.

(Note: Some of the questions in Activity No. 1 were taken from Book 5, *Health For All*, Scott, Foresman and Company.)

CONCEPT 3

The individual is a member of a group and relates to that group through his behavior and attitude.

Activity	Comments to Teachers

Objective: To understand the value of good decisions and how other people affect individual decisions.

Materials Needed: Drawing paper and crayons.

Procedure: Preliminary Discussion. The teacher should use warm-up exercises suggested in Comments to Teachers. Prepare children to think about wise decisions, about the decisions each one of them makes. Explore such questions as, "Do you decide what clothes to wear each day?" "Do you decide what to play and when?" "Do you decide about time to go to bed?"

Procedure: Part 1. Have the students think of an individual. This person could be either real or fictional. Ask the students to draw a picture or make up a story to demonstrate:

1. A wise decision that a person might make.
2. A decision that was not wise for that person to make.

Have students share their ideas, drawings, and stories with the group.

Procedure: Part 2. Ask the students to think about this question:

What are some decisions that you might make which would bring you a great deal of happiness?

List one goal in each of the following categories:

1. A goal which you and your family share.

Time Required: 30 minutes each for Part 1 and Part 2.

Some teachers may want to share these questions with the class on the day before the discussion is scheduled to take place.

1. What is a decision?
2. What is a wise decision?
3. How do people make decisions?

There are two different kinds of decisions that are made.

1. **Decisions *to do* something.**
2. **Decisions *to not do* something.**

Some decisions may benefit the person while others may lead to practices that harm the individual.

Another way to look at decision-making is when a person decides to do one thing, he also decides not to do another.

Every child makes some decisions of his own, but many decisions which affect him are made for him by parents, teachers, friends, etc.

Goals and decisions are influenced by what a person knows about something, how a person feels, and by what other people encourage him to do or not do.

A teacher may need to explain to children that a goal is something you want. For example, it could be something you want to buy or obtain, or it could be a feeling about yourself that you

2. A goal which you and your family do not share. Is this your goal or your family's goal?
3. A goal which you and your friends share.
4. A goal which you and your friends do not share. Is this your goal or your friends' goal?

want. Emphasize that there are many different kinds of goals and that most of us have goals that we are working for. Sometimes it is hard to name them, and sometimes they are secrets that no one else knows. But it is important that each of us knows what he considers important for himself.

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CONCEPT 4

Understanding and accepting differences in people is the basis of good human relationships.

Activity	Comments to Teachers
Objective: To understand and appreciate that all people have both strong and weak qualities and to accept people on that basis.	**Time Required:** 30 minutes per session; number of sessions determined by success of activity and interest of the class.
Procedure: Divide the class into two sections. Tell them that you are going to give them a subject to consider and a special way that you would like them to think about the subject.	Instead of making arbitrary groupings, the class may want to divide themselves depending on the issue that is identified.
Write the word "mother" on the board. Tell the class that there are very special qualities that mothers have and that there are also things that mothers do that children don't like very much. Tell one group that they are to think about one situation in which their mother did or said something that made them very happy. The second group should think of an incident in which their mother did or said something that made them very sad or angry.	If each group can sit together, it will be easier to identify the different groups. Ask the students to close their eyes, put their heads down, or use another technique to reduce visual distractions. Tell them that when they have an idea in mind, they should open their eyes or raise their hands and the discussion will continue.
Several students from both groups may be asked to volunteer their ideas.	The teacher or adult leading the discussion should accept the ideas, asking the individual to clarify his ideas if necessary. The leader should offer sincere praise and encouragement to each student who offers to share an idea from his own personal experiences. By praising differences in viewpoints, the teacher will be indicating that it is O.K. to look at several sides of an issue or at different opinions.
Repeat the procedure already described, writing "father" on the board. Tell one group that they are to think about one situation in which their father did or said something that showed he had trust in them. The second group should think of an incident in which their father showed that he did not trust them.	The same procedure for sharing the ideas should be followed.

Activity *(continued)* | **Comments to Teachers**

If the students present new ideas and enjoy the opportunity to share facts and feelings relating to both the strong and weak qualities of people, the technique may be used to discuss other human relationships, such as:

Teachers: Those who expect you to do a good job and those who expect you to perform poorly.

Boys with long hair: Those who see them as "good guys" and those who see them as "dirty hippies."

A friend: One who feels good about himself and a friend who doesn't like himself very much.

An adult: One who makes you feel good by just saying hello or smiling and an adult who doesn't make you feel good.

A student: One who always does his best and a student who doesn't want to do anything in school.

A sister: One who is loyal and you can depend upon and a sister who is a tattletale.

A policeman: One who is helpful on streets and a policeman who acts stern and forbidding.

This can be divided and presented at more than one session. Issues and problems may be discussed that need to be followed up in another group session or an individual may be given time to "just talk" with the teacher or other resource person.

These descriptions are suggestions. Many teachers will be aware of other examples that will be more meaningful to students in the class.

Some examples given by third graders about boys with long hair:

—Long hair does not make him mean.
—It is a shame for a boy to wear long hair.
—I think long hair is mostly cute.
—Dirty guys in sin.
—Could be good or bad.
—I'm going to let my hair grow.
—I like boys with long hair.

If it is easier, the teacher could ask each child to write his responses; then a group discussion could be held.

CONCEPT 5

Recognition of mental health problems is the first step in seeking assistance and treatment for the illness.

Activity	Comments to Teachers
Objective: To become aware of some of the symptoms of feeling badly about oneself and to distinguish them from healthy behavior.	**Time Required:** 30 to 40 minutes.
Materials Needed: Teacher-made set of 3" x 5" cards.	
Procedure: Explain to the class that they will be playing a game in which they will be asked to identify whether a person's behavior is "normal" or "not normal."	
Two students will be "It" and will leave the room while the class discusses the idea that several of the class members will role-play. When the two students return to the room, they should be given seats in front of the class. When the acting is completed, they may discuss what they saw, then indicate whether they think the individual's behavior is normal or that he may have a mental health problem.	
The teacher should copy the suggested situational scenes on cards. The activity could be extended to use as many examples as the class is interested in.	Children or the teacher should select the people to do the role-playing. The teacher may set a time limit.

Situations	Cast Needed
1. A mail man is delivering mail. He knocks on doors of homes and excitedly tells people what he thinks they are receiving. When he thinks the news is good, he's happy; when he thinks the news is bad, he cries.	mailman two or three home people

Situations can be changed or modified to meet the needs of the group. Small groups of children could write additional cards on normal or problem behavior.

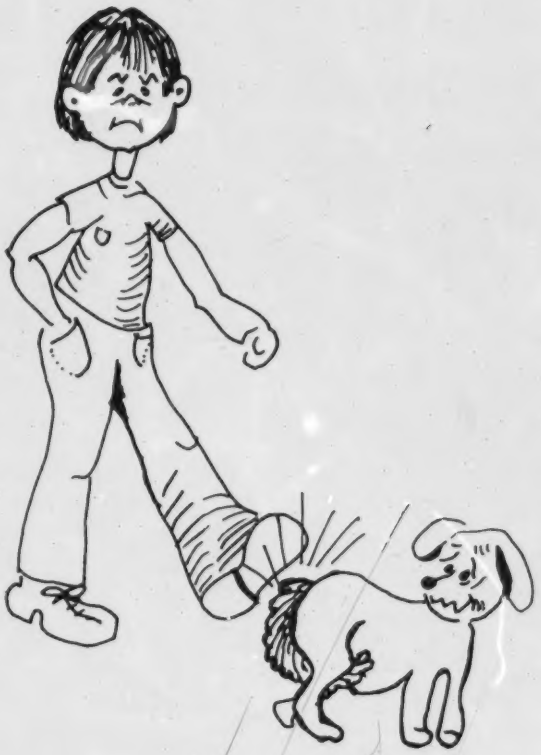
Activity *(continued)*

Situations	Cast Needed
2. A child comes home from school and kicks the dog, fights with his brother, and tells his mother that that nobody likes him.	child dog mother brother
3. A mother sits in a chair and watches TV. When her baby wakes up and cries, she gets the baby a bottle and takes the baby outside to play.	mother baby
4. A woman is vacuuming her rug. She sees a spider on the rug and runs out of the house. She goes to a neighbor's house and calls up her husband on the phone and tells him that she will never go back into the house again.	woman neighbor
5. Three children are playing a game of checkers when father comes home from work. He tells them to get out of his way because he has been working hard all day.	three children father
6. A child is asleep when mother tells him to get up. The child is sleepy but gets dressed, eats breakfast, and goes to school.	child mother

The teacher should name one child to select a card. The child or teacher should read the card.

The pair of children outside the room should be invited back; and after they take their seats, the role-playing should begin. At the conclusion of the scene, the pair of children should discuss whether they think they saw normal behavior or behavior that indicated a problem. When they announce their decision, they should tell why they made the decision that they did.

Comments to Teachers



The teacher should give any additional explanations that would help the class understand the normal behavior or the behavior problem.

CONCEPT 6

Death and other forms of personal loss are a part of life. Learning to accept these experiences is an essential part of mental health.

Activity	Comments to Teachers

Objective: To understand how an individual might cope with loss by considering a variety of situations.

Materials Needed: 12" x 24" drawing paper, crayons.

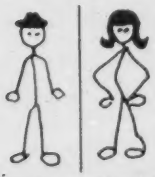
Procedure: Pre-activity Discussion. If possible, use this activity at an appropriate time after a child has experienced a loss. Tell the class that everyone has lost someone or something or knows someone who has lost someone or something. You want them to take a little time to talk about it.

Tell the students that they are going to be part of a group that will draw a series of pictures explaining how a person feels about loss.

Draw a symbol on the chalkboard for each of the following groups. Explain the symbol as follows:

Death. Sometimes someone in your family or someone you know dies.

Death. Sometimes your pet or an animal you love dies.



Divorce or separation. Sometimes your parents decide they don't want to live together and you have to make changes, too.

Time Required: Pre-activity discussion: 15 to 30 minutes; activity: one hour or the individual stories can be done several at a time on a daily basis.

The teacher or leader of this activity should review it completely and feel comfortable using it. If this is not possible, a counselor or volunteer might be asked to conduct the activity.

Everything that is alive was born at some time.
That person, animal, or plant will die at some time.

There are many ways of losing people we love.
Sometimes they choose to leave.
Other times they must leave.
Sometimes we choose to leave.
Other times we must leave.

Life is made up of coming and going—in big ways and small.

Growing up means some of these changes—getting and giving up.

Activity *(continued)*	Comments to Teachers

Leaving. Sometimes a family member or friend is forced to leave. It may be due to work, an illness, an accident, or sometimes a prison sentence.

Moving. Sometimes people leave neighborhoods and families and friends they love.

When group membership is not evenly distributed, ask several children to volunteer to change categories. Drop the category if it seems to present too many problems.

Ask each child to think about the one he knows something about. He may write his name under the category he chooses.

Procedure: Place a group of chairs in front of the room.

Have enough chairs for the largest group and the teacher or storyteller.

Tell the class that each group will draw the pictures to illustrate a story that will be told.

Ask Group I to take their seats in front of the class. As the story unfolds, the teacher can distribute one or more pieces of paper with a key word, phrase, or sentence to each child in the group.

Basic Story

Once upon a time there was a *girl* named *Ann. Her mother was visiting her grandmother because grandmother was ill. One evening Ann's mother called to tell her grandmother had died.* (Picture 1)

The Basic Story can be used for each story situation, changing only the italicized words as needed.

Ann didn't believe it because she loved her *grandmother.* (Picture 2)

Ann and her family were very sad and some of the members of the family cried when they

thought of how much they would miss *grandmother*. They even felt a little angry at *her* for having *died* and left them. (Picture 3)

Then they began to talk to each other and share their feelings. It was hard to put some of their feelings into words. They talked to other people and these people seemed to understand how sad and unhappy they were. (Picture 4)

Time passed and things changed. They still thought about *grandmother*. But they remembered the special things about *her* and the good times they had together. Those were good memories and they stayed with *Ann* and her family because good memories never go away. (Picture 5)

Consider using the title of an appropriate helping person here. There are helpers around us such as family, neighbors, old friends, friends of the loved one, new friends whom one meets because of the loss, teachers. There are trained helpers such as psychologists, psychiatrists, ministers, nurses, social workers, mental health clinicians.

Repeat the Basic Story making the appropriate changes, such as:

Story No. 2—Bob and his dog Rover. Rover was hit by a car and he died.

Story No. 3—Carol and her parents decided that they didn't want to live together anymore. Her father would move out and Carol wouldn't see him every day. (Continue to modify this story as necessary. Be sure to acknowledge that some children continue to see the absent parent regularly and other children do not.)

Story No. 4—David and his father. (Use an appropriate example here.) Some classes have one or more children whose fathers are serving hardship tours in the armed service. Other classes have children whose parents have broken laws and are serving sentences in penal institutions. While children react to these situations uniquely, there are still typical reactions to the loss that all children should try to understand.

Grief and sadness following loss are important emotional experiences.

People should allow themselves an opportunity to show this.

It may take some people longer to show this than others.

People show sadness in different ways.

Accepting changes means that the energy used in expressing grief and sadness is used in a different way.

Involvement with people and activities are ways that most people choose as they continue to live satisfying lives.

Activity *(continued)*	Comments to Teachers

Story No. 5—Lisa and her family had to move. (Use an appropriate reason based on the experiences of the children in the group.)

Staple books together and allow the class to look at these books over a period of time or provide a period at which each group shares their book with the class as they again review the sequence of reaction and readjustment to loss.

Procedure: Follow-up. As a follow-up activity, ask each student to write one or more paragraphs telling what the individual or the individual and his family did as they became interested and involved in activities and relationships.

The teacher may want to discuss later some of the ways the class and children have experienced giving up and getting, losing and gaining, grieving and rejoicing. If the teacher has a discussion about the common experiences the class has had, some of this information may come out. For example, has a class member moved away? Has a new one moved in? Has a teacher left school during the year? Has a new teacher come in? Has a member of the class lost a family member this year? Has anyone gained a new family member? By reflecting on some experiences, the teacher may be able to help children develop a little perspective on these life events and to accept some of them and go on.

One teacher reported that several losses were discussed in her class. One foster child was adopted and moved away; the class guinea pig and a goldfish died; one father was "jailed" several times. The class discussed how such news made them feel. The good things they share were also discussed: how good to be adopted into your own home; how much they had all enjoyed the pets in the classroom; how good to get out of jail.

Many children—especially boys—feel that crying is bad or they are not sure if it is O.K. to cry. A discussion of crying could help children accept that sometimes crying is a good thing to do, that very grown-up people like parents and teachers cry sometimes.

CONCEPT 7

Children and adults need to become aware of the mental health and physical health resources in their community.

Activity	Comments to Teachers

Objective: To become familiar with some of the individuals and services that are available in the community and state by constructing a scrapbook.

Materials Needed: Paper—approximately 12" x 24"; telephone directory.

Procedure: Pre-activity Discussion: Ask class what kind of people and places give help to people with problems. Make a list on the chalkboard.

People	Places
Dentist	Hospital
Doctor	Clinic
Nurse	Child Guidance Clinic
Psychologist	Developmental Evaluation Clinic
Social Worker	Health Department
Psychiatrist	School
Homebound Instructor	
Guidance Counselor	
Aide	
Rescue Squad	

Discuss what these people and places do. Ask students to give examples from their own experiences.

Procedure: Activity. Assign one "name" or one "place" to each student. The class may be divided into small groups of two to three students.

Time Required: Pre-activity discussion: 30 minutes; activity: approximately one hour.

Encourage a small group to use a community service guide or the yellow pages of the telephone directory.

Children from neighborhoods with limited resources may not be familiar with many of the specific terms here. The teacher should use as many of the terms as the child is familiar with and introduce as many new ones as the child might be able to become familiar with.

Filmstrips or films of community helpers may be used. Field trips may be used if transportation and supervision are available. A few helping persons could be invited individually to come to class to tell about their work.

Activity *(continued)*	Comments to Teachers
	Role-playing may be used to give children a chance to guess "who is being acted," and a small group could role-play a scene with a "helping person." Questions can be directed to the role-players. Role-players can only answer "yes" or "no." The class can guess who is this person (what do we call him).
Ask each student or group to draw a picture of the person or place they were assigned.	
When the pictures are completed, a statement should be made relating to each picture.	Teachers may have to write this for the students who have difficulty expressing themselves.
The pictures should be stapled together (scrapbook style) and a title given, such as "Help Comes From Many People—Know Where To Go."	In the Physical Health section of this book, Concept 5 gives ways to teach children how to reach emergency help. This may be used or reviewed at this time.

CONCEPT 8

Happiness and a good life are related to progressive growth and development in physical and mental health.

Activity	Comments to Teachers

Objective: To understand the interrelationship of physical, social, and sexual development and a well-balanced life.

Materials Needed: Five pieces of colored construction paper; magazines; drawing paper; felt-tipped markers; crayons; chart paper.

Procedure: Divide the class into five groups. Ask members of the class to indicate which of them have brothers and sisters, ages one through six. List these on a chart. Request information on the students who have brothers and sisters, ages six through twelve; twelve through eighteen; and eighteen through twenty-four. Also, ask if anyone has a mother or other family member who is currently expecting a baby.

Eliminate duplicate names from the chart and attempt to make the five groups as even as possible. Assign any children who had not been previously listed.

Begin a bulletin board display with the circle divided into the colors as indicated on the sample bulletin board. (See page 66.)

Discuss the general idea of the life cycle. The red area is the nine months of life in which the baby grows from a sperm and egg to the time when he is born and lives without the total protection of his mother's body.

The yellow area covers the period from birth to age six or the time when the child starts first grade. The green area indicates the period of

Time Required: 15 to 20 minutes per day for a week.

Expecting a New Baby	Brothers and Sisters Ages			
	Birth-6	6-12	12-18	18-24
Jane	Robin Ron	Bill Liz	Denise Markie	Mike Beth

If groups are completely out of balance, ask some children to change groups.

Some teachers have correlated this concept with social studies and health units.

Consider showing films and filmstrips as a related learning activity.

Activity *(continued)*	Comments to Teachers

time that the child attends elementary school and before he enters his teenage years. The blue area represents ages twelve through eighteen when children develop sexual maturity, and boys and girls become more interested in each other. The purple area completes the circle, and this represents the time from eighteen through twenty-four when many boys and girls make a decision to marry and the life cycle begins again as they bring a new child into the world.

Each of the groups should work with a teacher or resource person on developing ideas and finding pictures and labels to demonstrate those ideas. The teacher may rotate among several groups.

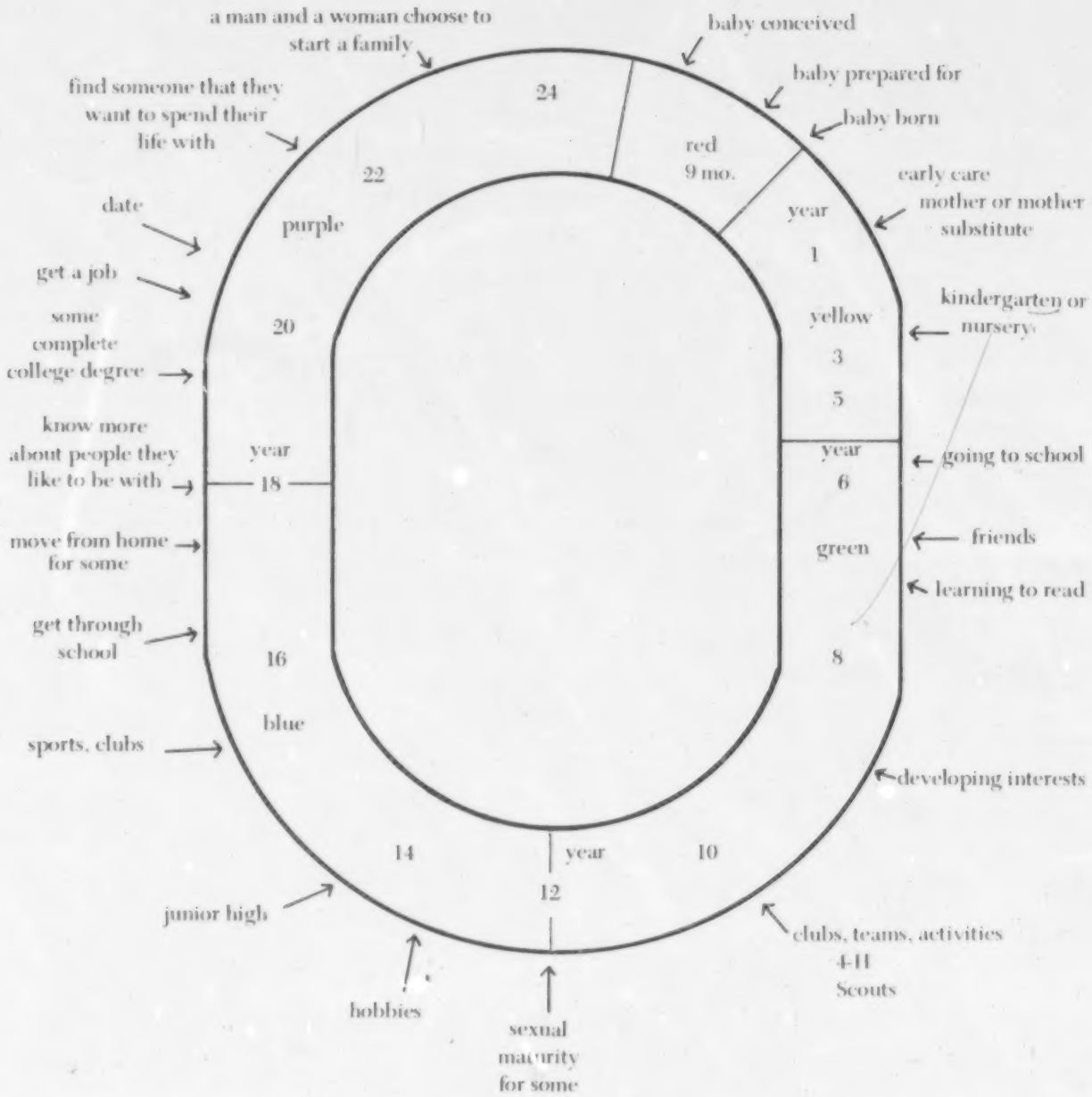
It is suggested that each group work together on the project over a period of time. This will enable individuals to request ideas from family members regarding growth and development during a specific period of time.

Pictures may be located and cut out of magazines, while illustrations may be made from personal experiences. Photographs or pictures from books, filmstrips, or other resource materials may be copied and used in the display. Some labels are given in the illustration to indicate the general direction in which the activity is expected to evolve.

Resource Materials: The book, *How Babies Are Made*, by Andrew C. Andry and Steven Schepp has been helpful to some teachers.

HAPPINESS AND THE GOOD LIFE

People grow in Body and Mind and Feeling and Relationships



CONCEPT 1

Understanding language and the ability to recall language are necessary for normal development.

Activity

Objective: To gain or improve the ability to listen carefully, remember, and recall verbal instructions.

Activity No. 1

Procedure: Listen and Do. Tell the child he will be asked to do several things, and it will be important for him to remember what to do and what sequence to do it in. Some examples might include, "Ben, go shut the door, jump over the book on the floor, and sit under this table." Another time the directions might be ones which could be followed in one position, such as "Touch your nose, clap your hands, close your eyes."

Start with one-step instructions for children who have difficulty attending and following instructions. When they are successful at this level, progress to two-step, then three-step, instructions. Reward each success.

Increase the complexity of the instructions as the group develops additional skill.

Comments to Teachers

Time Required: 10 minutes per day for five to ten days.

Participants: Small groups of six to eight children. Select those children to participate who have difficulty paying attention to group instructions or children who are distracted by other activities in the classroom.

If you divide the small group into two teams and give points for following directions accurately, you might add interest and motivation for students participating in the activity.

Keep anecdotal records on the children who are selected to participate in the activity, the number of directions they can follow, and the complexity of the instructions. For example:

Name: Ben

Problem: Following directions.

Remedial Activity: "Listen and Do"; "Simon Says."

Evaluation:

9/27	Follows one simple direction only on a one-to-one basis. Easily distracted. Plan to do this ten minutes each day, three times a week.
10/15	Plays "Simon Says" with four to six others. Seems to be listening to instructions rather than following what the others do.
11/30	Follows two-step instructions in small group of four to six students.

Activity No. 2

Procedure: Simon Says. Tell the group that "Simon Says" is a game in which listening, thinking, and following directions are very important.

When they hear the words "Simon Says," they are to listen and do what Simon says to do. When they hear directions without the words "Simon Says," no student activity should take place.

Vary the degree of difficulty depending on the age and the ability of the student. Provide enough success experiences for the child to be motivated to want to participate.

If the child does not appear to listen and copies the motions of another student, find a time to play the game with him on a one-to-one basis until he has the necessary skills and/or confidence to play the game with other students.

In the original version of the game, the child that acts when the term "Simon Says" is not given is eliminated and the directions are given at a more rapid rate until one person remains. This should not necessarily be done when the game is used as a developmental activity. Emphasis is placed on ability to listen, think, and follow directions and praise is substituted for criticism and elimination of the least capable.

When students demonstrate skills in these areas, they should be given an opportunity to play the competitive version of the game.

Comments to Teachers

Time Required: 10 minutes per day.

Participants: Good activity for one child, small group, or total class.

Vary the instructions. For example, easy directions might include:

Simon Says: Touch your shoes.
Simon Says: Jump.
Simon Says: Arms over your head.
Simon Says: Whistle once.
Squat down.

More difficult examples might include:

Simon Says: Put your right hand on your left shoe.
Simon Says: Turn around and hop five times.
Simon Says: Shake hands with the person on your left.
Reach around your legs and touch your knee.

The teacher may ask a child to be Simon and give commands. Children may take turns being Simon.

The teacher can ask her children to work together in teams of two to form a letter of the alphabet with their bodies. The teacher assigns a letter to each team. Each team can demonstrate to the other class members how to make its particular letter.

Activity *(continued)*	Comments to Teachers

Evaluation: Copy the following list of skills. Check off each skill as the student demonstrates competence. The numbers relate to the activity.

1. Follows one direction accurately (3 out of 3 times).
1. Follows two directions accurately and in sequence (3 out of 3 times).
1. Follows three directions accurately and in sequence (3 out of 3 times).
2. Follows directions accurately in "Simon Says" (4 out of 5 times).

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Resource Materials: *Handbook of Pupil Experiences*, published by Tulsa, Oklahoma, Public Schools, provided for children with learning problems.

CONCEPT 2

The production of language which can be understood by both adults and peers is an important developmental skill.

Activity

Objective: To help the child speak more clearly.

Activity No. 1

Procedure: Finger Plays and Choral Speaking. Select a short and simple verse. If a finger play is chosen, the attention given to the accompanying hand motions may decrease the self-consciousness relating to the production of language. After the student has learned the verse, it can be repeated with the entire group, a small group, or by the student who needs additional practice.

Familiar nursery rhymes and poems are also good choices for a student who needs practice in speaking.

Choral speaking selections can be especially useful since they routinely divide a poem into various parts. The student has the security of knowing his words or his part and can concentrate on expressing himself in a way that would be difficult in spontaneous speech.

Comments to Teachers

Time Required: 10 minutes per day.

Participants: Children in class who have lags or deviations in the area of language development, specifically in spontaneous, expressive speech.

By participating in group speaking, the student may gain additional confidence. Vary the number of participants until the student is comfortable and capable of "solo" work.

Activity No. 2

Procedure: Dramatic Play. Acting out familiar stories is a well-known language arts activity that provides an opportunity for participants to express themselves, using the story and the roles as a substitute for spontaneous speech.

Comments to Teachers

Time Required: 15 to 20 minutes.

Participants: All class members may join group having difficulty in speech production.

Activity No. 2 *(continued)*

Assign an inhibited child a role with a limited speaking part. Practice "thinking through" the part with the child if he is unable to spontaneously create his speaking role. As he becomes less dependent and more self-confident, he should be assigned parts with additional opportunities to speak.

Comments to Teachers

It would be helpful to keep an anecdotal record of the student's participation as he develops skills in this area of language production.

Children may act out plays by use of finger or hand puppets. Each child speaks for the character or animal he is acting out.

Evaluation: Copy the following list of skills. Check off each skill as the student demonstrates competence. The numbers relate to the activity.

1. Participates in group reading.
1. Repeats reading selection alone.
2. Speaks spontaneously in dramatic presentations.

CONCEPT 3

The ability to express ideas through language is an essential part of development.

Activity

Objective: To increase the amount of speech the child uses.

Activity No. 1

Procedure: Parallel Speech. Describe in simple terms the things that the child is doing as he does them. For example, "You are looking at the big book. I think you would like to take it and look at the pictures."

Work with the child on a one-to-one basis as he participates in an activity. Set a ten minute time limit and try to center specific attention on the child as statements are made concerning his actions, his behavior, and things he may be feeling.

Ask the child to tell you "in words" what he is doing. Pretend you cannot see him and you have to depend on his words to tell you.

A variation of this activity would be to have one child describe what another child is doing, as though no one else could see the other child.

Comments to Teachers

Time Required: 10 minutes each day.

Participants: Children who do not express themselves freely through language.

Non-verbal children do not speak for a variety of reasons. These include developmental lags, emotional problems, brain damage, or mental retardation. One specific cause is related to the lack of a good "model" for language development and could be considered a form of environmental deprivation.

Their response to the activity will be related to the causal factors. It is generally a good practice to request help for diagnostic purposes; however, this activity can be practiced each day over a two week period.

Activity No. 2

Procedure: Mountain Top Talking: Ask two students to stand on chairs on opposite sides of the room and pretend they are on mountain tops and want to talk to one another.

Comments to Teachers

Time Required: 10 to 15 minutes.

Participants: Small groups of six to eight students working in pairs. Give each pair approximately two minutes.

Activity No. 2 *(continued)*	Comments to Teachers
To add variety to the activity, make a megaphone with a piece of paper rolled up and taped.	It may be necessary to make suggestions to start conversation.

Activity No. 3	Comments to Teachers
Procedure: Say Something Game. The purpose of this game is to increase the child's ability to communicate with others. There are several variations of the game. Each is described briefly.	**Time Required:** 10 to 15 minutes per day.
a. Tell the class, "I am going to say something about someone in this room, and I want you to tell me who it is." Describe the student with one or more statements. For example: "He is wearing a red shirt" or "She is a new friend from another school."	
b. The teacher might include people who are well-known to the students but who are not in the classroom. For example: "A girl who is absent today."	
c. The same kind of guessing game can be played with reference to things or places instead of people. For example: "Something we slide on when the snow comes" or "A place we walked to when the leaves were coming down in the fall."	As students improve at the game, the teacher can move to something more abstract like, "Tell us something about bears" or "Tell me about something you like to eat." She may ask for descriptions of opinions or memories.
d. Another variation occurs when the teacher says, "Jane, what can you tell us about Michael's shirt?" or "Ron, tell us about the story we had today."	

Activity No. 4	Comments to Teachers

Procedure: Show and Tell. Students can be encouraged to bring to school things they enjoy playing with.

They can describe their favorite possessions to their classmates.

Community activities, special events, or trips are good opportunities for students to describe their experiences. A teacher may have to ask specific questions to help the child begin to verbalize.

Time Required: 10 to 15 minutes a day for a concentrated period (two to three weeks) or weekly.

For children who need practice such as this, tell parents to try to send something to school each week on a special day so that children with specific problems will have the opportunity to speak.

Evaluation: Copy the following list of skills. Check off each skill as the student demonstrates competence. The numbers relate to the activity.

1. Appears to understand language.
2. Repeats words or phrases.
4. Describes an object accurately.
4. Describes experiences.

Articulation problems: (Note any difficulties.)

CONCEPT 4

Time orientation and the ability to tell time are cognitive developmental skills.

Activity	Comments to Teachers

Objective: To become oriented to the concept of time and to place activities in a time-related perspective. (Activity is prepared for seven- and eight-year-olds.)

Materials Needed: 31 pieces of cardboard, approximately 12 inches square (shirt cardboard would be appropriate), felt-tipped pens.

Procedure: Pre-activity Planning. Using formal questions, determine which of the following skills the student has mastered.

1. Names the days of the week.
2. Knows concept "today" and names today.
3. Knows concept "tomorrow" and names tomorrow.
4. Knows concept "yesterday" and names yesterday.
5. Knows number of days in a week.
6. Knows names of the months.
7. Knows number of months in a year.
8. Knows name of current month.
9. Knows concept of "next month" and names month.
10. Knows concept of "last month" and names month.
11. Knows names of seasons.
12. Knows name of the year.
13. Tells time on the hour.
14. Tells time on the half-hour.
15. Tells time on the quarter-hour.
16. Tells time using minutes.
17. Knows number of hours in a day.
18. Knows number of minutes in an hour.

Procedure: Activity. Organize small group sessions to learn the concepts. Group students according to the concept that they have not previously learned.

Make three sets of time-related cards.

1. 7 cards with names of the days of the week.
2. 12 cards with names of the months of the year.
3. 12 cards with the hours of the clock.

Time Required: Informal diagnosis in an open-ended period.

List the names of the students on the left side of the paper and number referring to the skills on the right. As mastery in a skill is learned, the number should be noted in the correct column. For example:

Skill No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Jane	1			4														
John	1	2	3		5													
Beth			3			6		8	9			12	13					
Mike		2			5					10	11				15			

Teachers may wish to refer to the math textbooks or reference books used in first, second, and third grades for specific lesson plans on teaching time concepts or for ideas for additional activities.

Activity *(continued)*

Discuss each set separately. If advisable, several sets of the same time-related cards could be made. Children can use sets like flashcards for recognition or for time order.

Have several students decorate cards appropriately. For example:

1. Days of the week.
   Saturday and Sunday—yellow border (for the weekend).
   Wednesday—musical notes (for the day the class has music).
   Thursday—basketball goals (for the day the class uses the gym).

2. Months of the year.
   Decorate the border with a different color for each season.

Fall:	September, October, November
Winter:	December, January, February
Spring:	March, April, May
Summer:	June, July, August

As children relate the names of the months to special occasions, have small illustrations drawn on the cards.

Birthdays—names and candles on the appropriate cards.
Holidays

Place each set of cards in a circle. Have children step from card to card as teacher or another pupil gives instructions. For example:

1. Start on tomorrow. Go to Saturday. How many days is that?
2. Start on the month that we celebrate Halloween. Go to Christmas. How many months is that?
3. Start on the hour that we call noon. Go to the hour you have supper. How many hours is that?

Ask the children to explain what they have done if there are differences of opinions as to supper hours, etc.

CONCEPT 5

Identifying and naming body parts is a cognitive skill which is learned through practice and repetition.

Activity

Objective: To learn the names of body parts.

Activity No. 1

Procedure: Ask the children to stand in a line or a semi-circle. Say:

"Point to your eyes."
"Point to your ears."

Start with the more familiar terms and follow with less known words such as ankle, knee, wrist, etc.

If children become bored, vary the instructions such as:

"Wiggle your fingers"
"Walk your fingers up your arm."

Comments to Teachers

Time Required: 10 minutes per day.

Participants: Students who are unable to name body parts because of language problems, cognitive difficulties, or other associated developmental deviations. Activity could be conducted for individual children or small groups of six to eight participants.

A variation of Activities No. 1 and No. 2: The teacher says, "This is a nose," and points to her nose. The children repeat her words and actions. But if the teacher says, "This is a foot," and points to her knee, the children are to remain absolutely still. The teacher may present this as a game to the group to see if she can catch or "trick" them. Also, the game may be varied by using "Simon Says" before some directions.

Activity No. 2

Procedure: The teacher points to a body part and says, "What is this called?"

Students volunteer to name the body part or take turns in sequential order.

If a "body part" model is available, it would be helpful to use parts from a model to illustrate.

Comments to Teachers

Time Required: 10 minutes per day.

Activity No. 2 participants must have mastered skills in Activity No. 1.

Introduce a few new words each session. Children will enjoy the game more if the group leader stops the game while the students are still enjoying it. Another time to play the game can be planned or scheduled.

Activity No. 3	Comments to Teachers

Procedure: The teacher points to location of internal body parts such as heart, lungs, spinal cord, kidney, etc., and identifies them by name.

Follow this by asking the student to identify the general location of the body part when the name is given.

The teacher would ask the student to give the correct name after another child points to a specific organ in the body.

A variation of this activity would be to have the students draw the various organs and then play "Pin the Organ on the Student" (with tape, of course) until one child is covered with paper organs.

Another variation may be to draw a giant outline of the human body on paper which may be hung on the wall. Names of parts may be written on body with arrow to location. The names may be printed on flashcards and children can practice naming and spelling body parts.

A game can be played as part of this activity. Children form a circle with a leader and sing a song to the tune of "This is the way we brush our teeth." Song may go "This is the way I bend my knees; swing my arm; etc." Children can start at top of head and go down.

Time Required: 15 minutes for each variation of activity.

Activity No. 3 participants must have mastered skills in Activities No. 1 and No. 2. This activity is more abstract than previous activities.

The teacher should be prepared to answer questions related to the function of these organs if questions are asked. If the answer is not known, the teacher should indicate that the answer can be located and work with the student or the group in seeking the appropriate information.

Evaluation: Make a list of the body parts that the students should be able to master.

Place a check next to the word when the child can point to the body part as it is named.

Place a plus next to the word when the student can say the word after the body part is pointed out.

CONCEPT 6

Skill in counting and understanding the relationship between the numerals one through ten is important in cognitive development.

Activity

Objective: To develop skill in working with number concepts. (This activity is designed for five- and six-year-olds.)

Time Required: 15 to 20 minutes per day; number of days depends on the skill of the individual.

Activity No. 1

Materials Needed: 11 cardboard squares—approximately 12 inches; felt-tipped marker.

Procedure: Learning to Count. Place numerals 1 through 10 and zero on the 11 cardboard squares. Arrange them in sequential order on the floor.

Start at zero. Ask children to count together as one child walks or jumps on the numerals.

Start at zero. Say, "I would like to hear you count as you walk or jump on the numerals."

Start at 10. Say, "Count backwards as you step toward zero."

Comments to Teachers

This can be conducted as an individual or small group activity. It is also a good activity for students to use in their free time. Check that the student is competent in counting, or that another student is available to help the student who is developing competence in the skill.

A variation of this activity would be to play the game on the order of hopscotch. The squares may be drawn on the floor with chalk which may be wiped off after the activity.

Activity No. 2

Procedure: Relating Numerals to Each Other. Ask the child to start on a specific numeral. Tell him to go to another numeral. Ask how many steps or hops he moves.

For students who would enjoy an intellectual challenge, add another step. For example: "Start on four. Go three steps forward on number line and four steps backward on number line. Where will you stop?"

Comments to Teachers

A student may write down or make a record of his activities. For example: "2 steps and 2 more steps equals 4 steps from zero." Notations can be taught as a way to record the activity.

A group of students could count out straws or tokens or peas or any objects and place the number of objects on the numeral cards. This is a way of telling how many. If this counting of objects is done in succession (1 object on card 1; 2 objects on card 2; 3 objects on card 3), a child can develop a sense of order.

Activity No. 2 *(continued)*	Comments to Teachers

The teacher or a child can write a record of the activity on the chalkboard. The child may need help with notations. He can write the record in a way he understands. Another child may state it in his way. The teacher may show a standard notation for a record.

Activity No. 3	Comments to Teachers

Procedure: Relating Numerals to Each Other Abstractly. Ask the child to answer each question by thinking rather than walking through the numerals.

Say,"Close your eyes. Pretend that you start on the numeral three. You jump to eight. How many steps would you have taken?"

Say, "Pretend that you started on two, then went two steps forward and four steps backward. Where would you be?"

When errors are made, ask the child to repeat the instructions. If he repeats the correct instructions, ask him to "step it out." Under these conditions, it is not difficult to determine where errors occur.

Each example indicates a different cognitive development.

Evaluation: Copy the following list of skills. Check off each skill as the student demonstrates competence. The numbers relate to the activity.

1. Counts to 10 forward with no errors.
1. Counts to 10 backwards with no errors.
2. Moves forward correctly with instruction (3 out of 3 times).
2. Moves backward correctly with instruction (3 out of 3 times).
3. Relates numbers abstractly (4 out of 5 times).

CONCEPT 7

Left and right orientation is important for perceptual-motor development.

Activity No. 1	Comments to Teachers
Objective: To distinguish between left and right.	**Time Required:** 10 minutes per day.
Materials Needed: 9" x 12" drawing paper, crayons, pencil.	Participants: Students who are unable to consistently distinguish between left and right, form letters backwards in writing, or attempt to read from the right to left.
Procedure: Learning Left. Give each child a piece of paper. Ask him to write his name on the top right hand corner; then ask him to trace around his left hand. Since most students are right-handed, this will be possible for them to achieve. Left-handed students or those with extremely poor fine-motor skills will need help tracing around the outline of their left hands.	
Write "left" on the hand.	
Ask each student to color within the outline of his hand.	
Place some type of mark or identification on the top left corner of each student's desk.	This will "cue" him to the left and he will check for the mark before he begins writing or reading.
Procedure: Learning Right. Greet students each morning for a week with a handshake. Acknowledge the use of the right hand for this purpose.	Correct the child when the wrong hand is used. Learning right and left is a skill generally mastered through repetition and drill, and immediate correction is necessary.
Repeat the Pledge of Allegiance to the flag for several days. Remind the class or specific pupils that the right hand is the one used for the activity.	
Practice walking in the halls on the right hand side.	

Activity No. 2

Objective: To practice and drill left-right discrimination.

Procedure: Play the game "Simon Says," using terms relating to left and right directions and body parts. For example:

"Put your right hand on your right shoe."

"Swing your left hand in a circle in front of you."

"Looby Loo" is an appropriate activity song that can be used to reinforce left-right discrimination.

Comments to Teachers

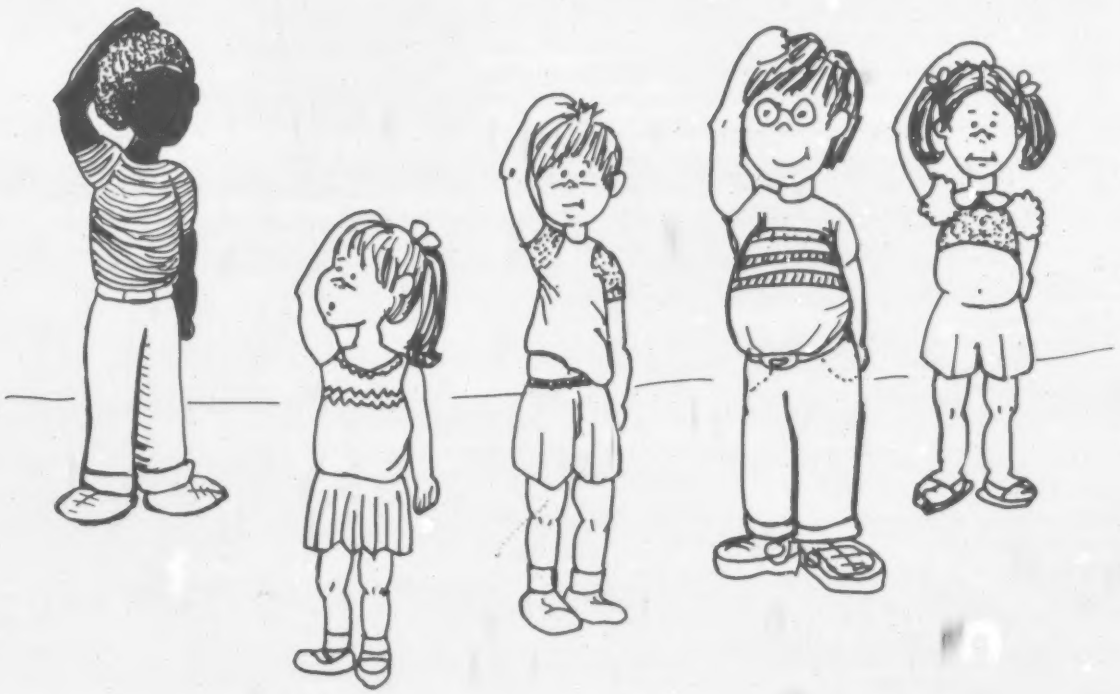
Time Required: 10 minutes per day.

Activity No. 2 participants must have mastered skills in Activity No. 1.

Evaluation: The numbers relate to the activity.

1. Names left (3 out of 3 times).
1. Names right (3 out of 3 times).
1. Consistently uses right hand for shaking hands and Pledge of Allegiance.
2. Uses correct hands, arms, legs, and feet in activity games.

Resource Materials: The song, "Looby Loo," is found in *Games and Rhythms for Children*, written by Frank H. Geri, published by Prentice-Hall, 1967.



CONCEPT 8

Large muscle coordination is important in the development of perceptual-motor skills.

Activity

Objective: To develop muscular coordination through games which emphasize perceptual-motor skills.

Time Required: 15 to 20 minutes.

Activity No. 1

Materials Needed: Two 6-foot jump ropes.

Procedure: Crossing the River. Place two ropes on the floor or ground. Begin with the ropes in parallel position approximately 12" apart. Allow the group to line up single file, then run, one at a time, until each reaches the rope "shore line." The child then leaps or jumps over the two ropes and lands on the "other side of the river."

If a child's foot falls short of clearing the second rope, he has "fallen into the river" and must sit down until his "shoes are dry."

Increase the distance between the two ropes after each child has had an opportunity to jump the given distance.

The last child to be eliminated is the winner, and the game can be played again.

Comments to Teachers

Activity No. 2

Materials Needed: Ten beanbags, two containers.

Procedure: Beanbag Toss. Divide the group into two teams and ask each team to line up in

Comments to Teachers

A wastebasket or box may be used as a container.

If beanbags are not available, chalkboard erasers can be used.

Activity No. 2 *(continued)*	Comments to Teachers

single file. The lines should be about four feet apart.

Place a chalk line or piece of tape on the floor to indicate the area where the toss takes place.

Place two containers approximately four feet in front of the chalk line or tape. Give each participant five turns to toss the beanbag into the containers.

One or more scorekeepers should be assigned to keep score.

Evaluation: Encourage each child to participate until he is able to toss in three out of five beanbags at a distance of four feet.

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